

HUMAN RESOURCES MANAGEMENT STUDY
OF THE FIRE DEPARTMENT

NOVEMBER 1994

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Executive Summary

The Los Angeles City Fire Department is widely recognized for its life saving, fire prevention and fire suppression record. The men and women of the Fire Department have repeatedly demonstrated their commitment to providing uninterrupted service on a daily basis, even during catastrophic events which have challenged the bravery, stamina, skills, and resolve of virtually every member of the Department.

The study of the Fire Department, conducted by the Personnel Department at the direction of the City Council, was not aimed at assessing the Fire Department's firefighting, fire prevention, or life saving capabilities. Rather, the study focused on the Fire Department's human resources management activities from 1985-1994, both as perceived by a variety of individuals familiar with such activities, and as suggested by hard data reflecting on that time span.

Specifically, the study analyzed internal Fire Department practices affecting areas such as:

- | | |
|--|---|
| - Recruitment | - Classification and allotment of positions |
| - Testing | - Promotional examinations |
| - Appointment to the training academy | - Applications to higher positions |
| - Probation | - Paygrade advancement procedures |
| - Employee development programs | - Certification and appointment procedures |
| - Training opportunities | - Disciplinary process |
| - Transfer and assignment of positions | |

Our review also included an examination of the Personnel Department's role in any of these activities and recommendations are incorporated herein. In addition, a particular focus of this study is the impact of these activities on women and minorities.

Data gathering was extensive and included the review of relevant reports, policies, procedures and statistical information. Responsible staff of the Fire and Personnel Departments, and representatives from employee associations and the United Firefighters Los Angeles (UFLAC) were interviewed. Additionally, terminated probationers and current employees were given opportunities to comment on their experiences in the Fire Department. Comments and feedback were cross checked against available "hard data" where possible.

The review concludes with 38 recommendations that suggest that a great deal of work remains to be done by the Fire Department, not only to create a workforce which reflects the community it serves, but to establish and maintain a healthy, positive working environment which encourages success for all of its members.

The findings indicate that there must be a concerted effort on the part of Fire Department management to dispel the perception and incidence of nepotism, cronyism, differential application of discipline, differential treatment of women and minorities, and the "good old boy" syndrome which were often cited by those surveyed. Special emphasis must be placed on ensuring that official Department rules and policies aimed at equal treatment and equal opportunity for all, are understood and followed by those in positions to make a difference in the Department's corporate culture.

Attrition rates at the Academy and during the remainder of probation need to be analyzed on an on-going basis to ensure that the Department is not only applying job-related performance standards, but is doing all it can to "encourage" rather than to "weed out" recruits. Staff in training positions, and supervisors responsible for assessing probationers, need to reflect on their approach to training and their commitment to providing recruits with the best possible environment in which to demonstrate their abilities.

Training and career development tools need to be equally available to all employees, and assignments to special duty and highly coveted positions, transfers and paygrade advancements need to be made on the basis of criteria which are not secret, or which smack of "it's who you know" decision making.

Supervisors must step forward when sexist or other inappropriate remarks or behaviors are observed and take appropriate action - not just because "it's the law", but because it is absolutely the right thing to do.

With respect to the Fire Department's Affirmative Action Program, data indicate that the Fire Department, with support from the Personnel Department, must redouble its efforts to attract underrepresented groups to the Fire Department through increased target recruitment and special programs for those who need mentoring and focused preparation. Beyond entry-level appointments, however, the Fire Department must diligently prepare underrepresented employees for promotion through the ranks by making sure that career advancement counseling, information and training are accessible to them, and by remaining sensitive to its affirmative action goals when assigning staff to positions which provide particularly valuable experience for promotion. Data collected during the course of this review concludes that while significant improvements have been made to Ethnic representation at the entry levels, this experience is not present at the officials/administrator level. It is also understood that improvements must have a "trickle" up effect and often take longer to occur at the higher levels, however it is felt that 20 years under a consent decree is sufficient time to produce a representation level higher than what is present. The Fire Department must establish an environment which not only encourages underrepresented employees to compete for promotion, but conveys to them the message that they are wanted at the highest levels in the Department.

Clearly, substantial improvements can be made in the Fire Department's human resources management practices, and the Personnel Department stands ready to lend its full support to this effort. However, the command staff of the Fire Department must take the lead in addressing the issues which were identified in our study, particularly in the creation of a positive working environment in the Department which fosters success, and sends a signal to others that they too can succeed.

Affirmative Action Profile, 12/85 - 6/94

Overview

The long range goal of the City's Affirmative Action Program is attainment of a work force in each occupational category which is representative of the community it serves. At present, overall representation in the uniformed fire service compares with the City's population based on the applicable census, as follows (workforce figures may not total 100% because of unidentified persons):

	Population %			Workforce %		
	1970	1985	1990	1974	1985	1994
Caucasian	58.8	47.8	37.3	93.7	72.72	61.71
African American	17.9	16.7	13.0	1.5	7.11	11.11
Latino	18.4	27.5	39.9	2.6	17.4	22.99
Asian	3.9	5.1	6.7	.04	2.43	3.54
Filipino	*	1.5	2.5	*	.19	.58
American Indian	.30	.5	.03	**	.07	.06
Male	48.2	48.9	50.2	100.00	99.44	96.75
Female	51.8	51.0	49.8	.00	.56	3.25

(The population figures for some minority groups may be adjusted upward due to an undercount during census-taking.) The Department is below population parity for women and most minority groups, particularly Latinos.

Officials/Administrators (Chief Engineer, Deputy Chief, Assistant Chief)

Upward mobility of minorities has reversed itself after rising to a high of 13.05% in 1990. The lack of available minorities in the feeder class of Battalion Chief is the main reason for this.

	C	AFAM	L	A	F	AI	M	F
1985	89.47	0.0	10.53	0.0	0.0	0.0	100.0	0.0
1994	95.24	0.0	4.76	0.0	0.0	0.0	100.0	0.0

* included in Asian in 1974

** not available

Professionals (Battalion Chief, Fire Captain, Fire Inspector)

There have been increases for all groups covered by the Consent Decree, especially in the class of Fire Inspector. However, the key class in this category is Fire Captain, from which incumbents may promote to Battalion Chief.

	C	AFAM	L	A	F	AI	M	F
1985	88.18	3.31	7.78	.58	0.0	0.0	100.0	0.0
1994	70.22	12.26	15.36	1.89	.13	.13	99.33	.67

Technician (Engineer, Apparatus Operator, Fireboat Mate, Fireboat Pilot)

Latinos and Asians showed good progress, while African Americans and women show little progress. It has been suggested that lack of equal opportunity to become certified as an Engineer or Apparatus Operator in fire station impacts the competitiveness of African Americans, while the relatively few numbers and recency on the Department impact women.

	C	AFAM	L	A	F	AI	M	F
1985	82.95	2.79	12.09	1.55	.31	.16	100.0	0.0
1994	71.09	3.91	20.47	4.22	.31	0.0	99.53	.47

Protective Services (Firefighter)

Despite the effects of Proposition 13 most of the progress at the entry level occurred prior to 1985. As this is the only point of entry for uniformed members, and in light of the significant demographic changes over the last decade, there is a need for a more intensified and effective recruitment effort, particularly for Latinos and women. Additionally, it is noted that the Department has slightly exceeded population parity for African Americans, and significantly increased employment of women during this period.

	C	AFAM	L	A	F	AI	M	F
1985	59.28	11.34	25.19	3.88	.23	.08	98.86	1.14
1994	53.94	13.48	27.57	4.06	.89	.06	94.51	5.49

Recommendations:

It is recommended that:

Recruitment

1. The Fire and Personnel Departments should jointly develop a comprehensive recruitment plan which includes long and short term activities, and advisory recruitment focus groups, each of which would be responsible for effecting strategies and techniques for recruiting women or targeted groups of the Consent Decree (pg 9);
2. The Fire Department aggressively expand the Explorer program to serve all communities in the city (pg 9);
3. The Fire Department establish ongoing liaison with community organizations, youth groups, schools in targeted areas, and building and mechanical trades - related minority and female organizations (pg 9);
4. The Fire Department establish an adult volunteer function to provide civilian opportunities for exposure to the fire service (pg 9);
5. The City Council fund a recruitment unit consisting of a Personnel Analyst II and two Firefighter III's, to be detailed to the Personnel Department until attainment of the Consent Decree goals (pg 10);
6. The Fire Department identify and work with fire service members who would be willing volunteer to establish a Volunteer Mentoring Program to present a variety of job-related skills workshops within the target communities on a regular basis, with emphasis on the year prior to the planned administration of the Firefighter examination (pg 10);

Entry Level Selection Process

7. The Personnel Department evaluate the relative merits of retaining or eliminating waivers of the written test and determine appropriate action in light of the City's obligations under the Consent Decree (pg 11);
8. The Personnel Department complete the validation study on the Physical Abilities Test and return to the Board of Civil Service Commissioners with a final recommendation (pg 11);
9. The Personnel Department and Fire Department jointly develop and implement an orientation for new background investigators (pg 13);

Training Academy

10. The Fire Department, with assistance from the Personnel Department, develop certification selection rating criteria and documentation procedures for appointing Firefighter candidates to the Academy, and the Personnel Department monitor application of these criteria (pg 14);
11. The Fire Department conduct annual evaluations to determine if revised Academy activities have resulted in improved Academy and field probation retention (pg 17);
12. The Fire Department take appropriate steps to upgrade the requirements for Training Academy instructor/peer instructor positions (pg 18);

Recruit Probation

13. The Fire Department review its practices concerning assignment of probationers, and give strong consideration to revising its assignment policy to maximize the assignment of probationers to stations with moderate call-loads (pg 20);

Equal Employment Opportunity Policy

14. The Chief Engineer take steps, including but not limited to, issuing a Special Bulletin meeting with all members, to communicate his support of the Consent Decree as amended, as well as his intentions both to enforce established City equal employment policies and to hold subordinate managers and supervisors accountable for their job responsibilities in this area (pg 22);
15. The Fire Department develop and issue separate comprehensive manuals addressing the topics of race discrimination and sex discrimination in the workplace, and further that these manuals be incorporated into mandatory training for supervisors and management employees (pg 22);

Transfer

16. The Fire Department provide members with a written explanation of any deviation from transfer and assignment policies based on "the good of the Department" (pg 24);

Promotional Process

17. The Fire Department refrain from encouraging pre-civil service interview meetings between candidates and any rank of employee who may sit on the applicable civil service interview panel (pg 25);
18. The Personnel Department develop policies to ensure that there are appropriate time limitations on the ability of former participants in the administration of civil service selection

activities to work for coaching schools that target City positions (pg 26);

19. The Personnel Department develop a policy prohibiting persons who have attended or taught in paid coaching schools from being used by the Personnel Department in the administration of any examinations for classes targeted by those schools (pg 26);
20. The Personnel Department continue to monitor the implementation of the Fire Department's plan to maintain proper certification selection documentation for promotional positions (pg 28);

Special Duty and Hazard Pay Position

21. The Fire Department discontinue the practices of relying up on current incumbents to recommend their replacements, in administrative assignments (pg 29);
22. The Fire Department provide information on the reasons for non-selection to the career counselor or staff of the Personnel Services Section to enable them to give feedback to members who wish to know why they were not selected for special duty and bonus pay positions (pg 30);
23. The Fire Department establish a filing period for administrative positions, and only consider those members who submit requests during that period (pg 30);
24. The Fire Department develop a more open and inclusive process for comprising standing and ad hoc committees to address Department issues (pg 30);

Discipline

25. The Fire Department clarify the procedures concerning weight standards and their application to remedy inconsistent administration (pg 32);
26. The Personnel Department revise its Policy 33 concerning racial/ethnic harassment to clarify the supervisor's greater level of responsibility and culpability (pg 33);
27. The Fire Department review its internal practices to standardize its recommendations and penalties for sexual and racial/ethnic harassment offenses (pg 33);
28. The Fire Department monitor harassment cases specifically to ensure consistency in the penalty phase between like offenses (pg 34);

Employee Development/Training

29. The Fire Department work with staff of the Personnel Department's Employee Development Section to update and expand the study guides into comprehensive career development resource references (pg 35);

30. The Fire Department place full sets of the revised career development references in each fire station and the Personnel Services Section (pg 36);
31. The Fire Department send timely notification of outside training opportunities, including those concerning the National Fire Academy, to Los Bomberos, the Stentorians, and the United Firefighters of Los Angeles (pg 36);
32. The Fire Department maintain records on the race and sex of any persons approved or sponsored for outside employee development seminars and conferences (pg 36);
33. The Fire Department issue a bulletin clarifying the training responsibilities of Captains, and establishing a procedure whereby members interested in obtaining on-the-job training toward certification may request and receive such training (pg 36);
34. The Personnel Department work with the Fire Department to develop a new Captain's orientation (pg 36);
35. The Personnel Department evaluate the civil service selection process for all uniformed supervisory and management classes to ensure that education and training which are pertinent to their responsibilities are given proper weight (pg 36);

Classification

36. The Personnel Department refrain from further classification activity pertaining to the classes of Fire Department Trainee and Firefighter until the Fire Department elaborates on the design of the proposed change and its impact on groups targeted by the Consent Decree and women (pg 40);
37. The Personnel Department conduct a classification review of Fire Inspector and take appropriate action (pg 41);

Affirmative Action Overview

38. The Fire Department reassign responsibility as the Affirmative Action Officer to a position more consistent with the broad based concept of affirmative action, such as one at an appropriate level in training (pg 44);

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I. Overview

On April 12, 1994, the City Council considered the issue of the Fire Department's Consent Decree and upward mobility for minority and female uniformed members in that Department. Subsequently, a motion was adopted directing the Personnel Department, with cooperation of the Fire Department and in consultation with affected employee unions and organizations, "to conduct a study of its entire entry level process and all procedures and factors relevant to promotion and advancement within the Fire Department as they relate to minorities and females, including but not limited to the following:

- recruitment
- employee development programs
- training opportunities
- transfer and assignment policies
- classification and allotment of positions
- promotional examinations
- applications to higher positions
- paygrade advancement procedures
- certification and appointment procedures
- disciplinary process

An additional motion was adopted instructing the Personnel Department "to include in its report a study of the Rule of Three Whole Scores to the extent that a Rule has benefitted the City's affirmative action goals."

Data gathering was extensive. Records, reports, statistical data, and relevant policies and procedures were obtained from or reviewed at the Fire Department and the Personnel Department. Interviews were conducted with staff members from each Department, some current and former members of the Fire Department, and representatives of employee associations and the United Firefighters of Los Angeles (UFLAC).

Although the Department has many policies and procedures in place, a negative human resources environment exists. There are suspicions of cronyism and nepotism, there is on-going resentment of the Consent Decree and affirmative action, and there are concerns about management's failure to proactively address the issues of lingering perceptions of racism and sexism in the Department. The resultant mistrust is manifested in a lack of confidence among employees in management's ability to administer the Department's personnel program in an equitable manner.

Through employee input, the environment in fire stations was identified as the focal point of concern. It is there that discipline is usually initiated, most training occurs, and information concerning assignment opportunities should be available. Yet, some stations reportedly are places where members encounter hostile behaviors including isolation, harassment, and confrontations based on their sex or race. The failure of managers and supervisors, beginning with Captains, to assume positive leadership in these areas is seen as a fundamental problem.

It is not contested that the Fire Department probably has a number of relatives in the workforce. Yet, nepotism and cronyism are perceived to affect all personnel-related decisions to such a degree that these issues are major points of dissatisfaction. Transfers, assignments, promotions, and

paygrade advancements are perceived to be determined primarily by who one knows or who is one's relative.

Staff has framed recommendations which are designed to address the major issues. As with anything else, however, the degree to which they are effective will be determined by the manner in which they are implemented and supported by management.

II. Recommendations:

It is recommended that:

Recruitment

1. The Fire and Personnel Departments should jointly develop a comprehensive recruitment plan which includes long and short term activities, and advisory recruitment focus groups, each of which would be responsible for effecting strategies and techniques for recruiting women or targeted groups of the Consent Decree (pg 9);
2. The Fire Department aggressively expand the Explorer program to serve all communities in the city (pg 9);
3. The Fire Department establish ongoing liaison with community organizations, youth groups, schools in targeted areas, and building and mechanical trades - related minority and female organizations (pg 9);
4. The Fire Department establish an adult volunteer function to provide civilian opportunities for exposure to the fire service (pg 9);
5. The City Council fund a recruitment unit consisting of a Personnel Analyst II and two Firefighter III's, to be detailed to the Personnel Department until attainment of the Consent Decree goals (pg 10);
6. The Fire Department identify and work with fire service members who would be willing volunteer to establish a Volunteer Mentoring Program to present a variety of job-related skills workshops within the target communities on a regular basis, with emphasis on the year prior to the planned administration of the Firefighter examination (pg 10);

Entry Level Selection Process

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14. The Chief Engineer take steps, including but not limited to, issuing a Special Bulletin and meeting with all members, to communicate his support of the Consent Decree as amended, as well as his intentions both to enforce established City equal employment policies and to hold subordinate managers and supervisors accountable for their job responsibilities in this area (pg 22);
15. The Fire Department develop and issue separate comprehensive manuals addressing the topics of race discrimination and sex discrimination in the workplace, and further that these manuals be incorporated into mandatory training for supervisors and management employees (pg 22);

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III. Consent Decree

In 1974, the City entered into a Consent Decree with the federal government which provides that:

The City shall, as a long range goal, seek to recruit and hire Blacks, Mexican-Americans, Asian-Americans, and other minorities in sufficient numbers so as to increase substantially the minority composition in the ranks of uniformed personnel within the Fire Department, and so that said Fire Department will become more representative of the racial and ethnic composition of the community as a whole. In order to achieve this long range goal, the City, in making appointments to the class of Firefighter, shall, commencing July 1, 1974, adopt and seek to achieve the interim hiring goal of annually making at least one-half (50%) of such appointments from among Black, Mexican-American, and Asian-American applicants, in proportions which are consonant with the long term objectives set forth herein, until such time as the proportions of active Blacks, Mexican-Americans and Asian-Americans in the uniformed classes in the Fire Department approximate the respective percentages of such groups in the civilian labor force in the City of Los Angeles.

Additionally, in 1981, the City entered into an agreement which amended the Consent Decree to specify the process by which the Personnel Department would begin the process of creating an eligible list for Firefighter as follows:

The Personnel Department will determine on the basis of previous testing experience how many individuals from the minority and majority groups should be tested in order to produce a Civil Service Eligibility List that (a) contains sufficient eligibles to satisfy the immediate hiring needs of the Fire Department and (b) is composed of approximately fifty percent individuals from these specified minority groups and approximately fifty percent individuals from the majority group.

After the Personnel Department has determined the number of individuals from the minority and majority groups who should be tested, the Personnel Department will pull the requisite number of notification cards for each group from amongst the notification cards received during the first specified time period. If for either group there is not a sufficient number of notification cards on file for the first available time period, the Personnel Department will pull additional cards from amongst those cards received in a subsequent time period or periods until a sufficient number of notification cards for testing purposes have been obtained.

The Consent Decree also has a residency requirement which provides that all applicants for the class of Firefighter be "bona fide" residents of the City of Los Angeles at the time of their application, appointment, and throughout probation.... " At the time the City entered into the Decree, it was believed that this was an appropriate requirement because the final hiring goals were based upon population representation in the City. Then, as now, the City has a higher total concentration of minority residents than surrounding areas (Attachment 1). The residence requirement is opposed by some members on the grounds that it excludes qualified persons. Notwithstanding this concern, in a City the size of Los Angeles, there is a sufficient candidate pool to meet hiring needs. Additionally, non-residents who wish to become Firefighters are only required to establish residency from time of application until completion of probation.

IV. Entry Level Employment Process

The entry level employment process consists of several steps: recruitment, a qualifying written test, a physical abilities test, a weighted interview, placement on the eligible list, certification, appointment subject to a background investigation and a physical examination, a temporary training period in the Training Academy (Firefighter I), and a twelve month probationary period in a fire station (Firefighter II). Additionally, where indicated, a cardiac stress test may be administered.

A. Recruitment

The Consent Decree provides that recruitment efforts to implement its terms mirror those efforts outlined in the Affirmative Action Program adopted by the Board of Fire Commissioners in 1974, (Attachment 2). While it would seem that the intent of the Consent Decree is that formalized on-going outreach recruitment efforts be undertaken, no such active efforts are underway and efforts have not been consistent in the past. The Fire Department currently places materials in its fire stations and relies on personal contact by its members with prospective candidates. The Personnel Department does not actively recruit targeted group members for Firefighter on an ongoing basis. Specific Personnel Department efforts are aimed at increasing female representation. (These efforts are described separately in this section.)

The present situation does not appear to comply with the provisions of the Consent Decree, and represents a retreat from previous approaches to compliance with employment goals. The reasons for this are varied. Most recently, in October 1985, the City Council authorized the Fire Department to create a Recruit Guidance Unit comprised of a Captain and two Firefighters. This Unit was part of a revised Fire Department proposal to increase retention of African-American Firefighters (The proposal also included the Personal History Unit, and funds to contract with a psychologist and program advisor.) The recruiters were to recruit targeted groups and areas, and provide guidance to new candidates as they move through the selection process by preparing them for the Physical Abilities Test and interviews.

It appears that the Unit actually functioned as a general recruitment and exam preparation unit. There was some targeted female recruitment; however, neither the issue of African-American Firefighter recruit attrition nor activities in response to the dramatic increase in the Latino and Asian populations, were areas of emphasis. The 1988-89 Affirmative Action Audit for the Fire Department indicates that the Personnel Department sought to work with the Fire Department to develop a recruitment plan for African-American applicants. However, the Fire Department declined to follow through on this project because it was satisfied with the results from its general recruitment efforts. In 1991, the Chief Engineer disbanded the Unit and reassigned the positions to Training because of the Citywide hiring freeze in 1990, and the fact Training had lost staff.

The Personnel Department's activities have been even more restricted because current staff is limited and tends to focus more on Police Officer recruitment which occurs on a continuous basis. During the period under review, the Personnel Department's outreach recruitment activities typically have been focused on the month or two before applications for Firefighter would be accepted. Typically advertisements were placed in newspapers, and radio spots were aired on stations serving the targeted communities. The Personnel Department undertook no recruitment activities targeted at minorities prior to this year's Firefighter

examination.

Ongoing activities have been undertaken for female recruitment, however. Initially, large orientation fairs were held three times a year, but these activities were cut back due to a lack of funds. Currently, there is only one annual recruitment activity. (The last one was held in October, 1993, at the Convention Center). Interested women are scheduled for a strength evaluation, which is the regular Physical Abilities Test. If they do not pass at a minimal level, they are counselled. If they pass at an acceptable level, they are referred to the Tutorial Program conducted by the Fire Department. The Tutorial is a voluntary 10-week program and provides instruction in written test strategies, oral interviewing techniques, and physical conditioning. The most successful women may be given a Pre-Trainee assignment which provides continued physical conditioning and PAT preparation. Based upon feedback from staff of the Police and Fire Selection Division, the above process is the main avenue of entry for women into the fire service. It has been estimated that up to 90% of women currently employed in the Fire Service entered in this manner.

It is clear that on-going recruitment activities must be reinstituted if the City is ever to meet its Consent Decree goals. To this end, the Fire and Personnel Departments should jointly develop a comprehensive recruitment plan which includes long and short term activities, and includes advisory recruitment focus groups, each of which would be responsible for effecting strategies and techniques for recruiting women or one of the targeted groups of the Consent Decree (Recommendation 1). Their contributions should provide invaluable insight into techniques and strategies for improving the recruitment effort. Additionally, the revitalized recruitment effort should include long and short term activities.

Long term activities should consist of aggressive expansion of the Explorer program (Attachment 3) to all communities in the City (Recommendation 2), and establishment of ongoing liaison with community organizations, youth groups, schools in targeted areas, and building and mechanical trades-related minority and female organizations (Recommendation 3). The Department also should establish an adult volunteer function to provide civilian opportunities for exposure to the fire service (Recommendation 4). This would serve as a recruitment vehicle, and also provide participants with first hand exposure to the Firefighter experience to enable them to determine their real interest in this type of work at no cost to the City. Additionally, the Fire Department and the Personnel Department should jointly develop materials describing training and education for youth and adults in order to develop a cadre of candidates who have obtained specific career-oriented education and work experience in preparation for a career as a Firefighter.

Short range activities should include many of the past activities (ads, interview and PAT training, women's fairs), but also include fairs for targeted communities and video presentations. This, along with copies of the realistic job preview, should be part of a packaged presentation for group activities.

Finally, it is recommended that a Personnel Analyst II be funded in the Personnel Department, and that two Firefighter positions be funded in the Fire Department and detailed to the

Personnel Department for recruitment support until complete attainment of Consent Decree goals (Recommendation 5). This will allow for better planning and coordinating of all recruitment activities, as well as maximizing resources. The unit would have access to the Personnel Department's public information resources, in addition to which, material on firefighting careers could be distributed at targeted Police Officer recruitment events. Additionally, the Fire Department should identify and work with uniformed members who would be willing to volunteer to establish a Volunteer Mentoring Program to present a variety of job-related skills workshops within the target communities on a regular basis, with emphasis on the year prior to the planned administration of the Firefighter examination (Recommendation 6). This will provide potential candidates with additional exposure to the job and its requirements during a period relatively close to the test administration.

B. Written Test

The Written Test typically measures reading comprehension, the ability to make common sense judgements in areas related to firefighting or fire prevention, the ability to understand mechanical devices and problems, and the ability to solve arithmetic problems. The content of the most recent written test (1994), was strengthened as the result of a job analysis which was conducted since the 1991 Firefighter test.

There have been two bases upon which the written test could be waived. The primary waiver is for candidates who complete 60 semester or 90 quarter units, with at least a "C" (2.0) grade point average. Units must have been earned at an accredited college or university, and documentation is required before the waiver is granted. The documentation must be presented, in person, at the address noted at the end of the job bulletin. The second waiver is available to women who successfully complete the tutorial program conducted by the Fire Department, as discussed previously.

In March, 1994, the Board of Fire Commissioners transmitted to the Board of Civil Service Commissioners a report entitled, "Firefighter Entrance Examination Issues". One of the issues was that of the waiver. The Fire Department asserted that: "Our experience has shown that a number of recruits for whom the written test had been waived failed due to a lack of academic skills. The remedy for this problem is that all candidates be required to pass the qualifying written examination in order to insure they possess minimum academic skills prior to entering the training academy."

This concern was discussed with Personnel Department staff because of recent (1988-89) work performed by them in this very area. Among other conclusions, it was found that the written test is generally the best single predictor of success in training, but also that "there was no significant difference in training performance of candidates who waived the written test and those who took it."

Waivers appear to be an effective means by which members of groups targeted by the Consent Decree and women may access the selection process. Specifically, of those applying for the recent Firefighter examination, the breakdown of those qualifying for waivers is as follows:

	Total #	Waivers %
African American	274	28.1
Latino	398	40.9
Asian	104	10.6
American Indian	3	.3
Filipinos	39	4.0
Caucasian	154	15.8
Total	972	100
Male	932	95.9
Female	40	4.1
Total	972	100

Because valid arguments can be made for either retaining or eliminating the waiver, the Personnel Department should evaluate the relative merits of both positions and determine appropriate action in light of the Consent Decree (Recommendation 7).

C. Physical Abilities Test (PAT)

Candidates who successfully pass or waive the written test are scheduled for the Physical Abilities Test which consists of several events involving strength, endurance, and agility. The events are related to the job tasks of Firefighters and are designed to test readiness to perform physical tasks during training and thereafter. The test events are subject to change. A description of the current test is provided at the time of scheduling (Attachment 4). Minimum passing scores must be achieved on each Physical Abilities Test event in order for a candidate to be scheduled for an Interview. Those women who waived the written test based upon their participation in the tutorial program and continued physical conditioning and weight training in the Pre-Trainee Program, are administered the PAT at the conclusion of their Pre-Trainee time by the same Personnel Department staff who administered the PAT to other candidates.

The Fire Department has expressed concerns about the job-relatedness of the PAT, and has recommended that it should conform to standards proposed by the National Fire Protection Association (NFPA). These concerns were shared by those members who were critical of this test. These concerns have been evaluated by staff of the Police and Fire Selection Division. They have concluded that, "the NFPA's proposed PAT is substantially the same as the City's current PAT, although it is administered somewhat differently, and the proposal also makes it clear that each agency must set its own cutoff scores based on local test validation. Additionally, the Personnel Department has been engaged in a re-validation of the Firefighter examination for some time and the PAT will be part of that review. Because of the similarities between the NFPA's proposed PAT and the City's current PAT, and the requirement that cutoff scores be validated locally, it is recommended that the Personnel Department be permitted to complete the validation study on the PAT and return to the Board of Civil Service Commissioners with a final recommendation (Recommendation 8).

The PAT is a stage in the examination process of great concern among other interested

parties, also. However, the test itself is not the concern. Rather, the issue is the differing degrees of orientation and preparation within the candidate groups. Specifically, persons with family members and friends in the fire service are believed to have benefitted from informal exposure to terminology, equipment, techniques, and coaching. This is a legitimate issue and currently, there is no organized effort to address it. As noted earlier, this type of orientation "to create a more level playing field" should be folded into the ongoing recruitment activities described in the "Recruitment" Section.

D. Interview

The Interview is designed to evaluate general qualifications for employment as a Firefighter. Candidates are evaluated in the categories of work history (including military experience, if appropriate), educational background, interpersonal relations, interview behavior, communications skills, reasoning abilities, and problem solving skills. The interview constitutes 100% of a candidate's civil service score. The minimum passing score is 70%, and successful candidates are placed on a single eligible list in score order.

The Firefighter examination is very competitive. Depending upon the hiring needs of the Fire Department, only candidates with sufficiently high interview scores are scheduled for a medical examination and background investigation. The Fire Department has expressed concern that the interview does not always result in the most physically fit candidates from the women's pre-training program scoring high enough on the interview to be appointed to the Academy. It is not clear that this is a problem that can be corrected through the examination process. Recruitment of a broader cross section of women would be a better approach. This could be accomplished through the recruitment activities which have been recommended.

E. Medical Examination

A Medical Exam, given by a City physician, determines if a candidate is in excellent health and has the ability to perform the full range of Firefighter duties, with no conditions which would restrict one's ability to safely perform those duties. The class of Firefighter has been designated a safety sensitive class and all candidates may be subject to a drug and alcohol screening test prior to appointment. Also, a cardiac stress treadmill test is administered to all men, and may be administered to women depending upon their family histories or an irregular EKG. The difference is based on historical differences between the sexes in the incidence of cardiac disease. Currently, the Occupational Health and Safety Division is conducting a study of the color vision standards, and will be forwarding recommendations to the Board of Civil Service Commissioners.

A concern was raised about the administration of the Pulmonary Function Test. Specifically, it was asserted that minority candidates who pass are called back repeatedly. This was discussed with the City's Medical Director. He indicated that there is a need to establish baseline performance levels on this test because Firefighters receive regular, recurrent medical evaluations after they are hired. If a candidate passes the test but has evidence of some temporary condition, such as an infection, which may affect the baseline reading, they may be called back later to establish a true baseline reading.

F. Background Investigation

Candidates must pass a background investigation based upon standards determined by the Board of Civil Service Commissioners to be relevant to the duties of a Firefighter.

The investigation evaluates a candidate's honesty, respect for the law and the rights of others, employment record, dependability and financial responsibility, driving record, and maturity in judgement, including the use of drugs and intoxicants.

The investigations are conducted by, and findings and recommendations made to the Personnel Department by a Personal History Unit from the Fire Department. Its regular staffing consists of a Fire Captain and two Firefighters. During times of heavy processing, the staff may expand by 12 additional personnel. Personnel are usually selected based upon personal referrals by certain Battalion Chiefs for permanent positions, and by the Unit Captain for the temporary staff. The names of people who have indicated an interest are retained on file.

Personnel Department staff evaluates the recommendations and makes a determination based on its guidelines. If a candidate is disqualified, there is an appeal process available. Personnel Department staff has indicated that their main concern is the adequacy of the training received by the investigators as it pertains to the Background Standards, in general, and consideration of arrests in particular. It is believed that investigators have exhibited an inappropriate interest in arrests alone. (The Consent Decree specifies that arrests alone shall not be a basis for disqualification.)

This is a legitimate area of concern which should be addressed through joint development and implementation of a background orientation by Fire Department and Personnel Department staff. It is recommended that this be done, and that new investigators not be assigned any cases until they have completed this orientation (Recommendation 9).

G. Certification - The Rule of Three Whole Scores

In 1983, the electorate passed a Charter amendment which allowed managers to request for appointment sufficient scores to provide a minimum of five names in excess of the number of vacancies to be filled. One score could be requested if it provided sufficient candidates. The change eliminated examination scores that were computed to a hundredth of a point, and provided managers with greater latitude to meet operational needs and achieve their affirmative action goals. (Subsequent litigation of this change resulted in revised procedures for promotional examinations through Fire Captain.)

In order to create a Firefighter class, the Fire Department confers with the Personnel Department concerning its projected needs after which the Fire Department prepares a schedule. The Personnel Department certifies the appropriate number of ranks to provide sufficient candidates for the number of classes anticipated over the following six months in accordance with the schedule. The Fire Department decides who to appoint to the Academy based on the information it gathered while conducting background investigations for the Personnel Department. Attempts are made to create classes which are 50% white and 50% minority. Job offers are made and all those who accept are offered an opportunity for voluntary temporary employment in the Trainee Program as a Fire Department Trainee. This program began in 1980 and originally targeted minorities and focused on study habits and physical training. In 1987, Emergency Medical Technician training was added. The Fire Department

has requested that employment as a Fire Department Trainee become mandatory. Staff has concerns about the intent and effect of such a proposal, which will be addressed in the Section on "Classification and Allotment of Positions."

The process used by the Fire Department to make appointments to the Academy is problematic and has resulted in available minorities with high scores either not being appointed or being appointed late in the life of the list for reasons which are not clear (Attachment 5). Specifically, the Department maintains no documentation to explain the basis for their appointment decisions, exactly what factors were considered and how factors were weighted. Consequently, there is nothing to ensure consistency in decision-making from Academy class to Academy class, and from examination to examination.

The Department indicated that it bases its decisions on a candidate's relevant work experience and education. Staff reviewed a sampling of cases (eleven from the Academy class which graduated in December, 1992) to evaluate the application of these criteria. It was not clear why some appointments were made before others. An example was a particular candidate who had several units of classes in fire science, who was not appointed to an early class, while another candidate with no such preparation was appointed. The appointment of the candidate with the fire science classes would have been compatible with attainment of the Consent Decree goals. The person appointed to the earlier class is the relative of a chief officer. In response to further inquiries about member relatives in this class, the Fire Department indicated that it determined that approximately 13% of the class was comprised of such persons.

The lack of criteria for selections and documentation to support appointment decisions are situations which should be corrected. Therefore, it is recommended that the Fire Department, with assistance from the Personnel Department, develop suitable certification selection rating criteria and documentation procedures for appointing Firefighter candidates to the Academy, and that the Personnel Department monitor application of these criteria (Recommendation 10). The criteria should not include factors which were evaluated during the formal background phase.

H. Training Academy

The Training Academy and the experiences of minorities and women have long been a focal point of concern to City management because of the high attrition rates. Staff has reviewed the appointment and attrition data for new Firefighters for all groups since 1987. (Attachments 6a & b. Consistent data was not available for the period from 1984-86.) It is apparent that proportionate to their appointments, African-Americans, Latinos, and women are separating at high rates. A review of the point of separation clearly identifies the Training Academy as the single place generating the greatest number of separations (Attachment 7).

The Department maintains that the main reasons for lack of success in the Academy for minorities are lack of manipulative skills and/or academic skills; and lack of physical strength for women. The Department has sought to address the problems it identified through restructuring of the Academy. Until 1986, the Academy was part of the twelve month probationary period and was a "linear program" consisting of two, four-week segments, the "Truck" side (ladders) and the "Engine" side (hoses), and a culminating two-week emergency

operations segment. The linear structure did not have an internal recycle; however, a limited number of recruits, particularly women, who exhibited problems or were injured would be put on leave of absence and reassigned to the Westlake Training facility as a Fire Department Trainee for remediation.

In 1986, the Board of Fire Commissioners approved implementation of the Chief Engineer's proposal to implement the modular structure and requested that the Personnel Department change Firefighter I positions assigned to the Academy to temporary training positions, and that the probationary period begin after completion of the Academy upon assignment to the field. This would increase the amount of field evaluation time to a full twelve month period. (See Section XIII, Classification and Allotment of Positions). Staff also notes that temporary training positions can last for six months, providing the Fire Department with the option of increasing the Academy to a full six months training period.

This change was to facilitate restructuring of the Academy to the modular system. The modular system increased training to 14 weeks (out of a possible six months) and would cover Emergency Medical Technician Training and the State-mandated Peace Officers Standards and Training (POST) program. Additionally, the revised structure would have a recycle function. The Fire Department's request indicated that this would facilitate reentry to training for qualified recruits who were off for an extended period due to illness or injury, provide a restricted duty capability for recruits who could return in a restricted capacity, and enable probationary Firefighters (in field assignments) who required performance-related remediation to receive it without impacting their field time. (In practice, recruits in the Academy became the focus of recycle efforts.) The Board of Civil Service Commissioners approved this request in 1987, and the modular format was in operation for all recruit classes until 1989.

The Department believes several problems resulted from the modular system, including a loss of confidence in the Academy in that field personnel believed no one could fail because of the recycle provision, and they had negative perception of recycled participants. Opinions also have been expressed that the recycle component was abused by some persons, and it served as a disincentive to others to put forth their best efforts to complete the training in the planned amount of time.

In 1991, the Chief Engineer appointed a Committee (the Recruit Training Review Committee) to review the Department's recruit training system. The Committee was comprised of prominent educators as well as Department members. Out of this Committee came proposals to completely revamp the training function to improve the job-relatedness of the training, both at the Academy and in the field; to revamp the structure of the training activity to enhance learning; and to improve the quality of the selection and training of primary instructors and peer group instructors (Attachment 8).

This conceptual program was approved by the Fire Commission in 1992. In 1993, however, the proposal was gutted because of employee relations concerns, and a modified program was proposed (Attachment 9). After a brief return to the linear program for two classes from July 1992, to July, 1993, this new format was introduced in January, 1994. It provides integrated instruction in Emergency Medical Services (EMS), Engines, and Trucks, begins with the basics and progresses to cover increasingly difficult lessons. The classes consist of approximately 16 recruits, and last 16 weeks.

Academy operations elicited responses from a large number of interviewees, the majority of whom expressed no confidence in its activities. Interestingly, the "no confidence vote" was for widely diverging reasons. The largest group believed the Academy has not been an environment conducive to learning because of the negativity and lack of teaching skills among the staff. A vocal minority believed that the advent of the modular Academy structure signalled a lowering of standards to get minorities and women, and institution of a "no fail" system. It was also asserted that management artificially set a 10% ceiling for attrition from any class. (As previously noted, this structure was only in place three years.) Still others lacked confidence in the Academy for reasons ranging from a perception of excessive subjectivity in grading, to favoritism toward women, minorities, friends, or relatives.

Staff evaluated these concerns to determine their validity. The statistics on the program don't support the belief that the modular Academy was a "no fail" system (Attachment 10). Not all recycled candidates passed the Academy nor is there evidence that attrition was maintained at the 10% level. This misperception also may have contributed to general resentment toward recruits who came through the Academy during the modular system, and hostility toward those who had been recycled in particular. Interestingly, most of the hostile comments are directed toward women and minorities, but not white members who entered through this same process.

With respect to the learning environment at the Academy, a small group of those interviewed or surveyed found the structure, personnel, and environment satisfactory. However, the majority of current and former employees believe the Academy does not have an environment that promotes learning. In particular, there was a concern about the attitude and behavior of the instructors and peer group instructors. There was a belief that recruits are confronted with excessive negativity, constant criticism, and little training for performance improvement. There also were reports of discriminatory statements made by staff members. This is not the first time that these issues have surfaced. The Personnel Department previously advised the Fire Department of its concerns that grading in the Academy is structured to find fault with recruits rather than allowing correction of mistakes, and that scoring methods "are possibly statistically unreliable and may not have a sufficient documentable link to actual firefighting duties (no showing of validity)."

The issue of subjectivity in grading particularly manipulation skills, is another point of concern. Manipulations skills refers to the techniques, used in handling ladders, performing hose lays, and knot tying. It was believed that instructors have complete latitude to write down anything they want without challenge, that recruits are rated based on the pet peeves of instructors and that recruits are not taught many techniques which are used in the field and would facilitate the performance of these tasks. Objections were also raised about the practice of not reviewing tests with recruits, and not explaining how grades were determined. Staff is unable to evaluate the fairness of these grading systems because they are, in fact, the subjective evaluation by the instructor on that particular day. The Department has indicated that it has revised its grading scheme, and will be able to explain how scores were reached in the future.

Consequently, staff focused on the tool examinations. Tests were reviewed for the class which graduated December 30, 1992. (Records for earlier classes had been sent to the City archives.) Some of the scoring does raise questions. Examples of instances where points were deducted are:

- "thin coat" written instead of "light coat";
- The numbers "1" and "2" written instead of spelled out,
- "scrape, if needed" rather than "as needed",
- "steel wool or emery cloth" written instead of "emery cloth or steel wool",
- "lightly sand" written instead of "sand lightly",

The training personnel assigned to the Academy at that time are no longer there, so staff was unable to determine the substantive basis for these deductions. The current Drill Master has indicated that there have been substantial revisions to the testing process to improve the grading system and its consistency. There was no indication that these types of deductions followed racial, ethnic, or sex lines.

The issue of the job-relatedness of Academy curriculum to the duties and responsibilities of a Firefighter in the field also must be assessed. Feedback was received that many recruits were not prepared for field work. The purported reasons for this were varied, but the key concerns seemed to be that the techniques in the field differ from those taught in the Academy, the Academy did not cover the information the recruits were expected to know in the field, or the recruits themselves were considered by some as deficient in learning and retention abilities.

Interestingly, this was part of the focus of the Recruit Training Review Committee's report. It found that, "in some areas, instruction and evaluations are not task-specific to the duties of a probationary Firefighter. Much of the course material does not apply to the probationary position, thus decreasing available time for practicing essential emergency operations." The report called for a complete revision of the structure of training to focus Academy operations solely on the needs of probationary Firefighters, with other materials and instruction deferred to the field. After successful completion of the Academy, probationers would have been assigned to a "training station" for 12 weeks. It was believed that this would improve continuity of Academy instruction and field training, and improve learning in the field by assigning graduated classes to the same platoon and the same type of company.

As noted previously, these recommendations, in large part, have not been implemented. Although, the Academy has been lengthened and testing and grading revised, at this point it is not clear that the job-relatedness and effectiveness of Academy activities have been improved. Initial results on recruit retention are mixed (Attachment 21). Latinos have dramatically improved retention, African Americans are about the same, while all other groups have poorer performance. An evaluation of the effectiveness of the revised Academy activities must be carried out over a period of time sufficient to determine whether the trends of high Academy attrition and Academy graduates failing field probation, have been reversed (Recommendation 11).

Additionally, staff is concerned that the issues noted combined with patterns of high attrition rates for minorities and women raise the specter of the City's vulnerability to an adverse impact suit. The "Uniform Guidelines on Employee Selection Procedures" apply to tests and other selection procedures which are used as a basis for any employment decision, and receive great deference in adverse impact cases. These Guidelines provide that:

Section 3

- A. Procedure having adverse impact constitutes discrimination unless justified. The use of any selection procedure which has an adverse impact on the hiring, promotion, or other employment or membership opportunities of members of any race, sex, or ethnic group will be considered to be discriminatory and inconsistent with these guidelines, unless the procedure has been validated in accordance with these guidelines, or the provisions of section 6 below are satisfied.
- B. Consideration of suitable alternative selection procedures. Where two or more selection procedures are available which serve the user's legitimate interest in efficient and trustworthy workmanship, and which are substantially equally valid for a given purpose, the user should use the procedure which has been demonstrated to have the lesser adverse impact.

Failure to successfully address the issues of subjectivity and the job-relatedness of training may put the City in an indefensible position.

Finally, the entire issue of instructor/peer instructor selection and training must be addressed. Currently, there are no requirements that incumbents in these positions possess education and/or training that specifically qualifies them to function in an instructional capacity. Most have been assigned because someone knew them. Given the critical issues that have been raised concerning the impact and role of these personnel, staff believes that the Fire Department should take appropriate steps to upgrade the requirements for these positions (Recommendation 12). Additionally, the peer instructor function needs to be clarified. Although Fire Department staff have indicated that they are to be supportive and "confidants" of the recruits, it was reported that many engage in behaviors that are perceived as hostile and intimidating.

I. Probation

From 1984-1987, the class of Firefighter had a total twelve-month probationary period which included time spent in the Training Academy. In 1987, at the request of the Fire Department, the Board of Civil Service Commissioners acted to designate all positions in the Training Academy as temporary training positions, and establish that the probationary period for Firefighters would begin with a recruit's assignment to a fire station, and last for 12 months. (Further discussion of this action is found in Section XIII, "Classification and Allotment of Positions.")

Decisions about rookie assignments are made by the head of the Bureau of Fire Suppression in concert with his assistants and the division commanders. The Department is divided into three geographic divisions (Division 1, Central; Division 2, South Central, Harbor; Division 3, San Fernando Valley), and probationers are expected to spend time in each. Although there are 103 fire stations, only 53 "busy" stations are used due to conditions at the other stations which are deemed unfavorable for training probationers. Training activities are supposed to be consistent with those planned in the post-Academy guidebook.

There is a strong belief that there are "rookie kill" stations. These are stations to which Fire

Suppression management allegedly sends probationers specifically to see them fail. Current members believe that if rookies are sent to one of these stations as their first or ~~most~~ probationary assignment, management intends to terminate them. In descending order, the stations most frequently cited were 33, 11, and 98. Also named multiple times were fire stations 9, 14, 26, 27, and 89. Staff compared these stations against the list of probationary separations over the past 10 years, and Fire Station 29 led in total probationary separations, followed closely by 94, 2*, 6*, 33*, 9*, 10, 11, 26, 35, and 61. There are also stations that appear to present particular problems to women and minorities. In descending order, they are: Women - 6* and 9*; Blacks - 33* and 37*; Hispanics - 39*, 61, and 88*; and White - 10, 6*, 64, and 94. It is interesting to note that many of these stations (9, 10, 11, 26, 33, and 64) are also considered key assignments because of the high volume of calls received. The Department indicates that of the above stations, 9, 10, 14, 26, 29, 33, and 61 no longer receive rookies because 800 ambulances are housed at those sites.

* Battalion headquarters' stations.

There is a perception that rookies in general, and minorities and women in particular, encounter a significant amount of hostility and negative treatment at "rookie kill" stations, and receive inadequate training at many other stations. Interestingly, this position is shared by the majority of both the respondents to our survey of separated rookies and current members who were interviewed, based upon their experiences and observations.

Specifically, instances were recounted in which women and minorities were unable to make mistakes without being cited, confronted in a negative manner, or subjected to ridicule, and that there was little actual training occurring. In contrast, white male probationers who made similar mistakes were believed to have been treated with less harshness or given encouragement. It was also noted that the tactics of isolation and hazing are used to create a hostile environment for women and minorities. At some stations, efforts to obtain training were rebuffed by Captains and co-workers. In other instances, it was noted that co-workers were too tired to assist due to the call load at the station. A cross section of survey respondents believed that women particularly tended to be singled out for derision.

Another problem has been an apparent lack of continuity between what was taught in the Academy, and both the expectations and techniques of field personnel. Staff's discussions with Fire Department staff and feedback from a small number of those members interviewed revealed an ongoing concern about the lack of preparation of many probationers due to a "lowering of standards". Responses from separated probationers indicate that the lessons and techniques taught in the Academy were not consistently adequate for field assignments, and that this was perceived as a reflection on them rather than a deficit in the Academy's program.

In line with this concern, both former probationers and the majority of current employees interviewed noted the critical importance of the Captain. There were strong opinions that many Captains either see their role as that of tester instead of trainer, or they just don't know how to train. Furthermore, it was stated that some Captains allow inappropriate and discriminatory statements and behavior and, in some cases, make such comments themselves. It was believed that some Captains are unaware of their training responsibilities, while others don't care because there is no accountability.

Clearly there are several issues which have been raised and which must be addressed in a constructive manner. The Fire Department made very positive steps in this direction with the convening of the Recruit Training Review Committee. In addition to its findings and recommendations about activities in the Academy, the Committee evaluated the state of training that probationers receive in fire stations. Interestingly, some of its proposals to improve the training of probationers address issues raised by staff's work. Specifically, the training station proposal would have created an environment to ensure the continuity of all rookie training and the provision of field training, and perhaps, more importantly, ensure that the Captains at the stations to which probationers would have been sent had a commitment to training and had obtained the proper background to fulfill these responsibilities.

As noted earlier, several elements of the Committee's proposed training program were eliminated due to employee relations and budget concerns. Among the functions eliminated was the training station concept. Although it may not be feasible to implement the entire proposal at this time, there are aspects of it which should be revisited.

First, there is a legitimate question of whether assignment to a busy station prevents a probationer from obtaining the proper level of in-station training. The Recruit Training Review Committee found that, "personnel assigned to very active companies cannot consistently fulfill the instructional demands of a training program. Therefore, assignments with moderate call-loads are recommended." Staff believes the Fire Department needs to revisit this issue and give strong consideration to revising its assignment policy to maximize the assignment of probationers to stations with moderate call-loads (Recommendation 13).

The second issue is that of the preparation of Fire Captains to engage in training. Although there was some sentiment that the main problem with probationers was their lack of prior preparation, there were stronger sentiments that many probationers function in a negative learning environment created by Captains who are ill-equipped to train or who have abdicated their responsibilities in this area. Captains are critical to the performance of probationers, and they are not adequately prepared for this or any other training activity. Survey feedback indicates that many may rely upon the way they recall being trained, leading to inconsistent and, perhaps, questionable practices.

A technically competent person is not automatically an effective teacher. Consequently, staff believes that the Fire Department should work with the Personnel Department to develop a training program for Captains which would cover a variety of topics, including a Captain's training responsibilities and strategies for conducting effective on-the-job training. This proposal is folded into a recommendation later in this report.

V. Fire Station Environment

A continuing theme underlying not only rookie retention, but training, discipline, and other personnel practices impacting current employees is the environment in the fire stations. Both separated rookies and current employees expressed concern that there are stations that are hostile environments for women and minorities; that there are Captains and chief officers who do not enforce the City's equal employment opportunity policies and, in fact, promote their violation; and that there is a lack of respect for anyone who does not conform to a range of behaviors (avocations, cultural interests, etc.) which are not job-related.

There was a smaller group that had not observed any problems related to equal opportunity or a hostile work environment. A still smaller group believed that minorities and women, in particular, are favored in stations. Those who believed women were favored tended to cite what they perceived as low physical standards for them, and a belief that women lose fitness when assigned to the field, particularly if they are at a slow station. Interestingly, these respondents did not express concern about the physical conditioning of male members in similar circumstances.

Among those who believed that there are racially and sexually hostile environments negative remarks, denial of training, and social isolation were noted as the most prevalent manifestations. Additionally, the issue of exclusion from training opportunities and information sharing, were seen as seriously affecting minorities and females in the workplace. In particular, there was feedback from African American members about difficulties they encountered obtaining the on-the-job training necessary to become "certified" as an Engineer or Apparatus Operator.

In addition to race and gender, it was reported that exclusion was based on the lack of tolerance for diverse opinions and points of view, the lack of tolerance for individual interests and hobbies, and the judgement of a member's suitability for the fire service based upon other members' personal determination of "the standards". All of these were perceived to be conditions which could be addressed by an effective Captain, and clearer messages from chief officers that this would not be tolerated.

The diversity and divergence of responses to this topic is undoubtedly a reflection of the actual state of affairs in the field: While some Captains set a positive tone for all members, there are others who apparently have abdicated their supervisory responsibilities, and there are still others who are actively resisting equal employment opportunity for women and minorities. Although teamwork is one of the Fire Department's basic values, it is clear that not all agents of management engage in team-building and may, in fact, be agents of division.

There is a need to forcefully address these issues in order to eradicate conditions that would place the City in a vulnerable position in the event of litigation. The City has long established policies and positions on equal employment opportunity and respect for individual differences. Apparently, however, not all members of the Fire Department understand that compliance with all City policies, including those pertaining to a non-discriminatory work environment, is among the implied conditions of satisfactory employment with the City. The very nature of most assignments (platoon duty in fire stations) dictates that members understand clearly that their behavior while on a City site must conform to and be governed by City policies, not their personal preferences or biases.

To accomplish this, the Chief Engineer must elevate the importance of maintaining a discrimination-free work environment. The reports of inappropriate behavior on the parts of some Captains and chief officers makes it apparent that this message either has not been conveyed or has not been understood. To this end, the Chief Engineer must ensure that his subordinate managers and supervisors understand his support of the Consent Decree, and his expectation that they will administer their operational responsibilities in such a manner as to provide equal opportunity and equal access to all members. The most effective first step in communicating this would be a "Special Notice" bulletin to all members, followed by a series of meetings between the Chief Engineer and other chief officers, and subsequent meetings with members in the stations (Recommendation 14).

On a parallel track, the Department should issue separate comprehensive manuals addressing the topics of race discrimination and sex discrimination in the workplace (Recommendation 15). Based on staff's review, a manual has never been issued on the topic of race/ethnic discrimination, and there has never been an organized straightforward effort to address this issue. There is a manual on sexual harassment and there has been training on the topic. However, sex discrimination is a much broader issue, and the study indicates that other aspects of it may be a more pervasive problem than sexual harassment.

VI. Employee Transfers (non-probationers)

The Fire Department has provided general information concerning the types of transfers available to permanent members of the force (Attachment 11). The Department indicated that seniority is the determining factor in approximately 90% of transfers because most positions do not involve the other criteria. Notwithstanding the information provided by the Department, the actual practices involved are a matter of great concern and controversy.

Specifically, with respect to transfers to fill primary vacancies (those due to promotion, death, retirement, separation from resource, or transfer of a Firefighter/Paramedic to fire suppression training), there is a belief that the process is a sham which functions to the detriment of minorities and women. Although there is a near consensus that a teletype is issued to announce vacancies, there is a widespread belief that the decisions to fill desirable vacancies are made before the teletype is issued. This belief is based on individual experiences and anecdotal stories of vacancies being filled by friends of employees at the stations where the vacancies exists. In particular, a belief was expressed that there are key station assignments, and access to these is strictly limited, particularly for African-Americans. Assignments to these stations since 1984 were reviewed, and there is no clearly discernable overall pattern; however, there are individual stations which have worse employment patterns than others (Attachment 12).

Substantial discontent also was generated by the unwritten policy in the Bureau of Fire Suppression which limited the assignment of African-Americans members. (The policy did not apply to probationers because of the transient nature of their assignments.) Concerns were expressed that such a policy exists for women, however, the Department denies this. The Fire Department has stated that the policy was discontinued in 1993, and was implemented following discussions with and in knowledge of previous City management and a former member of the Board of Fire Commissioners, and was intended to avoid a return to segregated fire stations.

The unwritten policy was a flashpoint for frustration and misunderstanding. Despite the Department's contention that it only limited the number of Firefighters assigned to a company, it was reported that the policy was used to limit the total number of African-American members at a location without regard to classification. A particularly damaging consequence of this policy was a reported perception that it existed because Fire Department management knew that some African-American Firefighters had limited abilities and could not do the job. Consequently, it was assumed that the number at any station had to be limited for safety purposes.

In addition to viewing this as an abridgement of their right to have transfer requests considered on the same basis as other Firefighters, the policy was considered to have contributed to the isolation of African-American Firefighters in some stations, and was detrimental to service to the community. (The latter will be discussed in a separate section.) Regarding the subject of isolation, it was noted to staff that there are stations where African-American Firefighters are subjected to racially derogatory remarks and hostile behaviors. Despite procedures for filing complaints, African-American members have been hesitant to do so because a complaint is viewed as damaging to one's career and because of a lack of support in the station. It was noted that the pressure to conform is so great that, in many stations, even members who do not agree with discriminatory behaviors, are reluctant to get involved because of the repercussions to themselves.

Administrative Transfers

There are three kinds of administrative transfers: Transfers to balance staffing throughout platoon-duty assignments, transfers of members off-duty on long term leave, and transfers to fill vacancies in Administrative (non-platoon) assignments. The Department believes transfers to Administrative assignments are seldom requested because the work schedule (regular hours 5 days per week) is considered more restrictive than platoon duty, and members' reduced availability for overtime causes a substantial reduction in salary. There was substantial feedback that employees do have an interest in Administrative positions. Concerns about these positions will be discussed in greater detail in Section IX, Special Duty and Hazard Pay Positions.

Transfers based on "the good of the Department" have also been a source of apprehension. There were reports of this reason being used to transfer more senior people out of positions, to send people to slow stations as a form of punishment (freeway therapy), to transfer someone other than a volunteer to balance staffing, and to thwart mutual transfers that employees arranged. The concern was that no one has explained what this means, which gives the impression that management is acting in a punitive or arbitrary and capricious manner.

While assignment of personnel is a management right, it is reasonable for employees to be concerned when management deviates from its own policies for unexplained or unclear reasons. This appears to be a communication problem, and it is recommended that the Department provide interested members with a written explanation of any deviation from transfers and assignment policies based on "the good of the Department" (Recommendation 16).

VII. Promotion

The promotional process consists of participation in a civil service examination administered by the Personnel Department. An examination may consist of a written test, oral interview, and performance test. An eligible list is established from the results of the examination, and appointments are made in accordance with the certification procedures discussed in the next section. In this section, staff will focus on the issues that were raised about practices affecting the civil service examination process.

Concerns were expressed about the participation of the Fire Department in the civil service examination process. Specifically, African-Americans expressed concern about inequities in the scoring of the performance (drive) part of the civil service examinations for Apparatus Operator and Engineer of the Fire Department. Staff reviewed examination files for the last two administrations of these examinations, and there were no protests related to this issue on file. Therefore, it's difficult to evaluate these concerns.

The composition of interview boards is another area of suspicion. Specifically, it was believed that the Personnel Department should continue its efforts to ensure diversity on the oral boards and their staff should monitor the performance of the board to ensure equal employment opportunity. This is the standard practice of the Personnel Department for all examinations.

In line with this, there was an issue raised by some white interviewees that white candidates had been victimized by unequal treatment in a previous Captain's examination. It was asserted that interview scores for African-American members were bonused by an African-American chief officer who sat on the interviews. Two suits were filed on this charge. The City Attorney's office has advised staff that both cases were tried in Federal District Court. In both cases, the Court's decision was that there were no problems with the administration of the examination, and there was no bias on the part of the chief.

Also, employees expressed concern that the Fire Department has an unwritten practice for Fire Captain candidates which may bias the civil service interview. Specifically, there is an expectation that candidates will meet with chief officers to discuss perspectives and points of view on a variety of issues before the civil service interview, in hopes of impressing someone who will be on the boards and obtaining information that will give an advantage. Concerns were expressed that, based on these meetings, chief officers form opinions of candidates which subsequently impact their interview scores. There is no question that any activity which calls into question the objectivity of the civil service examination process should be discontinued. Therefore, it is recommended that after an examination opens for filing, the Department refrain from encouraging such interviews with any level of employee who may sit on the applicable civil service interview panel (Recommendation 17).

A continuing issue exists concerning the influence of Weck Teck (POSCORP), a paid coaching school, on promotions within the Department. In 1987, a significant controversy arose in a Fire Captain's examination which resulted in the cancellation of the essay portion of the test, and a communique from the Board of Civil Service Commissioners to the Board of Fire Commissioners expressing the disfavor with which they view these types of coaching schools (Attachment 15).

Notwithstanding this, there is a perception that the organization continues to function with support from chief officers, many of whom are believed to have attended or have encouraged their relatives to attend. Additionally, one of the bases for concern about the promotional process was the alleged involvement of Weck Teck alumni in test administration. Further, it was alleged that retired chief officers conduct interviews which prepare class members for their civil service interviews.

Staff contacted the City Attorney's office to determine if there might be some impropriety in this type of activity. To the extent that the information used by the school is available to the public, it legally may be used for these purposes. Conversely, there would be a problem if some of the information provided is of a confidential nature.

This raises a question regarding the role of retired chief officers in this process. Employees in these ranks may have been privy to confidential civil service examination information as the result of their participation in examination preparation or as an interviewer. Therefore, it is recommended that the Personnel Department develop policies to ensure that there are appropriate time limitations on the ability of former raters and Special Examining Assistants in civil service selection activities to work for coaching schools that target City positions (Recommendation 18). Furthermore, because of the controversy surrounding coaching schools of this sort and Weck Teck in particular, it is recommended that the Personnel Department develop a policy prohibiting persons who have attended or taught in paid coaching schools from being used by the Personnel Department in the administration of any civil service examinations (Recommendation 19).

VIII. Certification - Promotion

As previously noted, in 1983, the electorate passed a Charter amendment which changed the procedures for certifying, or referring names from a civil service list to a department for employment consideration. In order to implement the change, then existing Civil Service Rules were deleted and interim procedures installed. The Personnel Department also issued guidelines to all City Departments to assist them to develop procedures for implementing the change and ranking eligibles. Consequently, several employee organizations filed Unfair Labor Relations Practices charges claiming a failure to meet and confer on the interim procedures. Later, they filed lawsuits against the City, charging a failure to meet and confer before placing the Charter change on the ballot. The United Firefighters of Los Angeles, Local 112 (UFLAC), represents employees at the level of Fire Captain and below, and was a party to those proceedings.

In order to settle the lawsuits, the City entered into a settlement agreement with the litigants in 1989. Among the provisions of the agreement is a specific one providing for a unique certification system for certain civil service classes in the unit represented by UFLAC. Specifically, during the first 20 months of a promotional list, appointments are to be made in whole score order. During the remaining four months, the Department may request scores and make appointments in accordance with the Rule of Three Whole Scores (Attachment 14). Three Wholes Scores is applicable to lists for chief officer classes for the entire life of a list.

After an eligible list is established, a determination is made about the number of vacancies anticipated over the next six months. Interviews to rank the candidates within a whole score are conducted to meet those needs, and thereafter at intervals based on the next six months needs. Certification only occurs when appointments actually are being made. The Chief Engineer designates the board members, and staff of the Personnel Services Section conducts certification interview training and schedules raters for training with the Personnel Department.

Despite this procedure, there is a general lack of confidence in the objectivity of the Fire Department's certification selection process used to rank candidates within a whole score and to determine the order in which they will be hired. Interestingly, there is almost universal distrust of the Rule of Three Whole Scores particularly in its original form, regardless of the race or ethnic group. The majority of members interviewed expressed suspicion that management predetermines how they will rank people and fails to tape interviews so employees have nothing to support their concerns about the manner in which interviews are conducted.

Staff reviewed appointment activity for Fire Captain since 1984, to determine if there are any patterns (Attachment 15). Until 1989, when the current process was implemented, the Department had full latitude under the Rule of Three Whole Scores (lists established 4/12/85 and 12/23/87). Staff has heard widely diverging viewpoints of what occurred, ranging from management "giving jobs to minorities," to management purposely "low ranking" minorities so that they would be among the last hired within a whole score. (Date of appointment is important because it establishes a candidate's seniority in class which has implications for transfer; paygrades, in applicable classes; and promotions.) Staff looked at the appointment activity on these lists and found that most of those bypassed, and most of those appointed before others with higher scores were white candidates.

Staff also reviewed appointment activity, subsequent to the 1989 agreement to change the Three Whole Score process for Captains and below. There is no clear pattern due to the relatively fewer numbers of minorities within appointable ranks.

With respect to documentation, in 1993, staff of the Personnel Department audited the Fire Department's certification records. It was noted that the Fire Department did not maintain the questions and factors assessed in the selection interview, rendering it an impossibility to determine whether or not members were evaluated in a consistent and equitable manner. Although the Fire Department has indicated that this has been corrected, the Personnel Department should continue to monitor implementation of this corrective action (Recommendation 20).

IX. Special Duty and Hazard Pay Positions

The Department has a wide range of bonus and hazard pay positions. Staff was advised that each December, the announcements for the following year are sent out at the rate of one set per bulletin board, and notification is also done by teletype. Interested parties can apply at any time. When these vacancies are to be filled, people with the vacancies or their representatives review the files to determine who they know, have worked with, and are on file. If they don't wish to select any person on file, they may call someone else and tell the person to put a request in. Once a selection has been made, a letter is sent to the Chief identifying the member to be selected.

Staff found that there was a great deal of interest in these and other special duty positions, but almost no confidence in the process by which they are filled. Specifically, it was generally believed that these positions are important for career advancement because incumbents receive valuable exposure. A majority of those interviewed think management has maintained close control over these assignments in order to allow a select group to build their resumes for promotion. Many of those interviewed had never seen the announcements and had never heard anything about them at line-up. There is a near total consensus that these positions are filled almost exclusively on the basis of nepotism and cronyism, and that work-related qualifications are not the primary basis for selection. It was further noted that these assignments are of limited duration, and more people would express interest if the process was more equitable.

Staff reviewed the staffing in key administrative assignments over the study period (Attachment 16). The incumbents have been overwhelmingly white males. Training functions and Disaster Preparedness have had diverse workforces, while Arson, Medical Liaison, Planning, and Administrative Justice positions have been filled almost exclusively by white males. Staff Assistant positions are opportunities for Firefighters, and are viewed as particularly "plum" assignments because incumbents work directly with a chief officer while learning the administrative end of Department operations. Hispanic representation currently is good in these positions; however, African Americans, Asians and women are almost nonexistent.

The method of selection for these positions was discussed with Fire Department management. It was acknowledged that there has been a reliance upon incumbents to identify possible replacements, however, it was indicated that this process was not raised as a problem until recently. It was noted that these recommended persons are interviewed along with those who previously expressed an interest, and candidates on lists who might need experience. It was indicated that consideration is given to diversity and affirmative action. Candidates who are not selected can be counselled by the Executive Officer (an Assistant Chief).

As the result of recent discussions the Chief Engineer held with representatives of various employee associations, the process was changed effective July 1, 1994, to better utilize the teletype to apprise members of vacancies. Staff believes this is a good first step; however, the practice of relying upon current incumbents to recommend their replacements in administrative assignments should be discontinued (Recommendation 21). This undoubtedly has contributed to a lack of confidence in the fairness of the selection process. Interested parties should respond to the teletype. Finally, it is recommended that either the career counselor or staff of the Personnel Services Section provide feedback to members who wish to know why they were not

selected (Recommendation 22). Staff believes this would create a more "user" friendly process than currently exists.

Additionally, the Department should discontinue the procedure of calling up individuals and asking them to submit a request at the time a vacancy is being filled. Rather, the Department should establish a filing period, and only those members who submit requests during that period should be considered (Recommendation 23).

Special Committees

The Fire Department has several standing committees and will establish ad hoc committees to address specific issues (Attachment 17). This topic is included in this Section because the most significant issue identified was the same as that identified for special duty positions: heavy reliance upon personal referrals to staff them and a lack of clarity concerning qualifications for participation. Management should develop a more open and inclusive process for comprising standing and ad hoc committees to address Department issues (Recommendation 24).

X. Paygrade Advancement

Paygrade advancements allow members to advance within their civil service class to positions of higher responsibility and higher pay. Job bulletins are sent to the field by the Manuals and Orders Section at the rate of one per bulletin board. They should go out a month before the deadline to assure adequate notice. Notice is also sent over teletype. It is not clear whether these opportunities are actually announced at line-up. They are sent out when the previous list is about to expire. (Lists created by this process last for up to two years.) The Chief Engineer selects the raters for the interview boards, and staff of the Personnel Services Section briefs the board members in their duties. This briefing lasts about an hour and covers items such as the grading scheme and appropriate questions.

After the process has been completed, and candidates have been ranked, a teletype is sent out with the names of the successful candidates in descending order. Those with a score of less than 70 are sent a letter. All selection materials are sent to the career counselor and candidates may contact the counselor for feedback. Once a list is established, appointments are made in order, unless there is a specialty skill needed. In those instances, staff of the Chief Engineer advises the Personnel Services staff of the person with this skill and a notice of appointment is prepared and sent to the Chief.

There are mixed feelings about the Department's administration of this process. There are those who believe notification is consistent and the process fairly administered. A slightly larger number do not believe the process is fair primarily because they lack confidence in the objectivity of raters. The main issues were management's perceived lack of objectivity and the Department's failure to tape interviews which deprives employees of corroboration of complaints about unfair ratings or interviews. Concerns also were expressed that the glass ceiling for minorities hits at Captain II. This is considered critical because it is believed that one cannot become a Battalion Chief without service as a Captain II. Consequently, staff reviewed the selection packages for Captain II and Inspector II. They included rating factors, and the Inspector's package also included standard questions and answers. Letters are sent to those who score less than 70. Although some raters were more expansive in their evaluations of candidates, staff did not note any inconsistencies in the ratings.

XI. Discipline

For purposes of this study, the focus was on sworn members of the Department. In terms of actual numbers of disciplinary incidents, white members incur the most discipline (Attachment 18). However African-Americans, incur the most proportionate to their numbers on the force. In order to determine if there are any patterns or irregularities, staff reviewed causes of action and actual cases.

Since 1984, the most frequently occurring single cause of action for African-Americans, Hispanics, Caucasians, and Asians has been weight. The main issue raised with respect to this cause of action is differential treatment in its application and the penalties imposed. In order to evaluate the validity of these concerns, staff reviewed a total of 15 cases randomly selected from 1992 and 1993 (Attachment 19). Based upon this review, it appears that there are inconsistencies in practice, but it does not appear that they fall along racial lines. Specifically, there are individuals who fail to meet weight goals who are immediately subject to disciplinary action, whereas others are counselled or given written notices regardless of past history. (Written notices are not necessarily considered disciplinary actions by the Fire Department.) Some members who fail to meet weight goals are reevaluated monthly, others bi-monthly, and others, annually. Although there is a procedure which addresses weight standards, it is recommended that the Department clarify its application to remedy inconsistent administration (Recommendation 25).

Staff also reviewed three other causes of action (ethnic harassment, sexual harassment, and hazing) to evaluate Departmental practices (Attachment 20). These were selected because they were raised as significant issues by many of those interviewed, and they are strictly prohibited by either state and federal law, or departmental directive.

Ethnic and Sexual Harassment

Cases and outcomes for all cases filed and resolved between 1990 and 1993. Staff found that there has been a lack of equity between the discipline given Captains and non-officers, that there is a lack of insight on the part of management regarding the higher standard to which supervisory personnel must be held in these cases, that the racial/ethnic offenses and sexual harassment offenses are evaluated differently, and that there is some indication that minority members receive harsher discipline than white members for similar infractions.

With respect to the lack of equity in the application of discipline between Captains and non-officers, staff noted that members who were subjected to discipline for single incidents of ethnic harassment were given more severe discipline than a Captain, against whom there was testimony that he had engaged in a pattern of derogatory racial comments. In fact, the initial recommendation of four days was reduced to two days by the Chief of the Bureau of Fire Suppression because the employee apologized and had an outstanding work record. This was the least amount of discipline given to anyone found guilty of ethnic harassment in the workplace.

Clearly, this demonstrates a lack of understanding on the part of management of the higher level of responsibility on the part of management and its agents (Captains are first level

supervisors) to ensure a discrimination-free work environment. The City is liable for claims of discrimination if it knows or should have known of incidents of discrimination (a hostile work environment is a form of discrimination), and the City is strictly liable if the perpetrator is a supervisor or manager.

Since 1973, the year the first Citywide Affirmative Action Program was adopted, the Personnel Department has disseminated a variety of materials to departments to ensure that management is aware of its obligations in this area. Therefore, this apparent lack of awareness is not justifiable. Furthermore, the message it sends concerning the appropriateness of this type of behavior and management's attitude towards it is detrimental to the maintenance of a discrimination-free workplace.

While on the issue of liability, staff has concerns about the adequacy of the Advocate's investigation and understanding of the legal implications of some of the information brought to his attention. He found that the Captain did engage in the alleged behavior but without malicious intent. However, he ignored testimony that there were employees who believed the Captain was a bigot and had, in addition to making derogatory comments, engaged in differential treatment on the basis of race. As an agent of management, he should have determined the validity of these other claims, because the City was on notice that there may have been additional prohibited behaviors occurring at that worksite.

Staff notes that there were references to a review of Policy 33 (Discipline) from the Policies of the Personnel Department. The Section of this policy on sexual harassment was updated to clarify that supervisors have a greater liability for infractions in the late 1980's. This was not done for the Section dealing with racial harassment, and it is recommended that the Personnel Department revise its policy accordingly (Recommendation 26).

A review of the disposition of these cases generated a concern about differences in penalties imposed by the Department for remarks of a sexual nature versus those of an ethnic nature. For single incidents of comments of a sexual nature, there were recommendations for suspensions of 10 working days, 6 working days, and 4 working days. (The latter was reduced to an official reprimand.) For single incidents of ethnic harassment, there were recommendations for suspensions of 4 working days, and two for 5 working days, one of which was reduced to a 3 working day suspension. In the instance of patterned ethnic comments previously mentioned, the initial recommendation was for 4 days and this was reduced to 2 days.

It is not clear why the Department appears to evaluate these two types of offensive comments differently. There is apparently a misperception on management's part concerning the seriousness of both types of offenses, which are violations of the City's policies regarding maintenance of a discrimination-free workplace. It is recommended that the Department review its internal practices to standardize its recommendations and penalties for these offenses (Recommendation 27).

As for harsher penalties for non-white members, there is some indication that this occurs with these types of offenses. For example, a white member who was found to have engaged in off-duty sexually harassing behavior and a physical altercation, was given a 10 working day

suspension. An African-American was levied a 10 working day suspension for a single incident of a rude and inappropriate remark of a sexual nature to a co-worker, despite the fact she indicated that she found the remark funny and was unaffected by it.

In other incidents, white members engaged in on-duty inappropriate ethnic remarks and were recommended for suspensions of 5 working days (reduced to 3), 4 working days (no change), 4 working days (reduced to 2), and 5 working days (no change). Conversely, African-American members were recommended for suspensions of 15 working days (reduced to 5), and 8 working days (reduced to 2). The charges against the white members were based on specific racial statements and, in one case, a statement that the Martin Luther King Jr. holiday should be renamed J.E.R. (James Earl Ray) Day. The incidents involving the African-American employees consisted of statements made on restaurant comment cards while the employees were at lunch, but in uniform. One person commented on the failure of the restaurant to provide management opportunities to African-American employees, and the other indicated that the change in management might result in a loss of the member's patronage.

Staff reviewed the files on the above cases but was unable to identify a substantive basis for the variation in penalties between the two groups. Therefore, it is recommended that the Department monitor these cases specifically to ensure consistency in the penalty phase between like offenses (Recommendation 28).

Hazing

Staff reviewed cases and outcomes for all cases filed and resolved between 1985 and 1993. There were no consistent patterns differentiating penalties between white and non-white members. There did appear to be differences between how Captains and rank and file members were treated for similar offenses, however.

For instance, a Firefighter was recommended for and given a 6 working day suspension for a single incident of booby trapping a stove with two firecrackers. A Captain was recommended for a 5 working day suspension for discharging a firecracker under another Captain's bed as a prank. This was reduced to 3 working days. Similarly, a Captain participated in a hoax against another member. The member who instigated the hoax was recommended for 10 working days and received 6; another member was recommended for 6 days and got 4; while the involved Captain was recommended for and received 6 working days. Captains are first level supervisors, yet this suggests that management treats their level of culpability as no greater, and in some instances, less than rank and file members. Staff believes that the role of the Captain as supervisor needs to be clarified, and this is part of the proposed Captain's orientation described in the next section.

XII. In-Service Training/Employee Development

There is a wide range of in-service training provided to members by the Fire Department and the City. The training typically is continuing education or mandated for all members. In addition, the Department reports that there are Department sponsored mini-seminars, attendance is voluntary, and must occur on a member's own time. Notification of these opportunities occurs through teletype notice, the weekly bulletin, or flyers.

Preparation for promotion is less formalized. Approximately five years ago, study guides were developed for Apparatus Operator, Engineer, Inspector, and Captain. These are available at the In-Service Training Section, and can be checked out by members. The Company Officers' Management and Operations (COMO) program consists of two separate 10 weeks courses which are scheduled annually: Management in the spring and Emergency Operations in the fall. This training is offered through California State University at Los Angeles and is open to all members; however, attendance must occur on a person's own time. Members are apprised of this opportunity by teletype, and staff was advised that all applicants are enrolled. In-house executive development is limited to Chief Officers' Orientation. It is available to new Battalion Chiefs and addresses a wide range of issues from brush fire training to fire suppression. Incumbents attend on City time.

Although not a City-sponsored activity, there is a National Fire Academy. It is similar to COMO but more intense. In addition to management and operational training, it provides executive development and opportunities to network with other jurisdictions and stay on the cutting edge of developments in the field. Members are notified by teletype and must attend on their own time and at their own expense. Applications must be approved by the Academy and the Chief Engineer, however.

There are also provisions for members to obtain on-the-job training to receive certification as an Apparatus Operator or Engineer. Additionally, there are opportunities to tiller on the aerial truck. These opportunities are available at the discretion of the Captain or incumbents. Several persons interviewed indicated that they had difficulty obtaining this training because of a lack of cooperation at their stations.

The issue of employee development is one of the most problematic covered by this study. The main issue is the lack of equal access to information concerning career preparation. It is clear that there is a lack of recognition among Fire Department management of the desire among employees for information relative to career development and advancement. Although there are guides, these are old and perhaps outdated. Additionally, there are limited copies and these are located downtown. Further, because personal referral has served as the basis for so much placement in the Department, members outside of those circles do not have a clear idea of the qualifications management is seeking, particularly for special duty positions (the qualifications in the Manual of Operations are general, for the most part).

It is recommended that staff of the Fire Department work with staff of the Personnel Department's Employee Development Section to update and expand the study guides into comprehensive career development resource references (Recommendation 29). They should include information concerning required skills, knowledges, and abilities for promotion to the targeted

classes, expanded descriptions of special duty positions including necessary skills, knowledge, and abilities; resources available for independent study; and continuing education resources available. Further, full sets of these resource guides should be available in each fire station and the Personnel Services Section (Recommendation 30). The master copies and a small number of extra sets should be retained at the In-Service Training Section.

Additionally, responses to the employee survey suggest that information on training opportunities is not obtained equally by all members. It is not clear why this situation exists, but it has contributed to a feeling of exclusion. To counter this, it is recommended that, in addition to the means of notification currently used, the Department send timely notification of training opportunities, including the National Fire Academy, to Los Bomberos, the Stentorians, and the United Firefighters of Los Angeles (Recommendation 31). It is further recommended that the Department maintain records on the race and sex of any persons approved or sponsored for outside employee development seminars and conferences (Recommendation 32).

Finally, it is a fundamental responsibility of a supervisor to ensure equal access to training. However, numerous complaints were received about Captains failing to provide members with on-the-job training opportunities. Therefore, it is recommended that the Fire Department issue a bulletin clarifying this responsibility for Captains, and establishing a procedure whereby members interested in obtaining on-the-job training toward certification may request and receive such training (Recommendation 33). In addition to the benefit to the member, it is in the City's best interest to have as many trained personnel available as possible.

Training of Captains

As has been noted previously, staff believes that the position of Captain is key to addressing many of the issues raised with respect to the environment in the fire station, on-the-job training activities, discipline and maintaining a discrimination-free environment. At the same time, as the first level supervisor in the fire service, it is a transitional position: members are being asked to assume a range of administrative duties for which many have not received formal education or training.

Staff believes that it is critical that Captains receive orientation to their new administrative responsibilities. Specifically, the Personnel Department should work with the Fire Department to develop a new Captain's orientation (Recommendation 34). The emphasis of this orientation should be the personnel-related responsibilities they will be assuming. Specific topics should include effective on-the-job training techniques, basic supervision, time management, conflict resolution, team-building, and promoting a discrimination-free workplace. The priority should be the scheduling of new Captains during their first year. However, veteran Captains also should be processed through at some point.

In addition to the above, the Personnel Department should evaluate the civil service selection processes for all uniformed supervisory and management classes to ensure that education and training pertinent to these responsibilities are given proper weight (Recommendation 35).

XIII. Classification and Allocation of Positions

There have been only two major classification activities during the period covered by this study as follows:

I. Firefighter Temporary Training Positions

In 1986, the Board of Fire Commissioners requested that the Personnel Department take steps to designate all Firefighter positions assigned to the Drill Tower, as temporary training positions. The Personnel Department investigated this request, and the Board of Civil Service Commissioners took action to implement this request on June 19, 1987. Excerpted below are pertinent sections from the report on which their action was based:

Charter Section 109 specifies a 12-month probationary period for the class of FIREFIGHTER. Currently, recruit FIREFIGHTERS appointed by the Fire Department spend their initial 14 weeks training at the Drill Tower. After graduation from the Drill tower, the remaining 8 1/2 months of the probationary period are spent performing field duty. Some FIREFIGHTER recruits, however, experience difficulty in various aspects of the training at the Drill Tower. These recruits are then "recycled" through that part of the training where remediation is needed. Consequently, since "recycling" extends time spent in the Drill Tower, probationary review time during field duty becomes reduced. The Fire Department believes that the amount of probationary field review time remaining after one or two "recycling" extensions, is insufficient to adequately assess recruit performance.

The Fire Department has requested that Personnel Department designate FIREFIGHTER positions assigned to the Drill Tower as "temporary training" positions under Rule 5.30 in order to extend the probationary period by an additional 3 1/2 months and provide for a full 12 months of probationary field duty. The department believes that the current arrangement does not permit a full three month review in designated work stations through which probationers are rotated. By designating Drill Tower positions as temporary training positions, newly appointed FIREFIGHTERS can complete the 14 week training program, and then be appointed to a regular position of FIREFIGHTER and begin a probationary period. As provided in Civil Service Rule 5.30 and Charter Section 110 (d), employees serving in a temporary training positions shall not complete probation, accumulate seniority or appeal suspension or discharge.

"Recycling" is a fairly new technique employed to enhance the ability of FIREFIGHTER recruits, (particularly women), to complete Drill Tower training. In the recent past, the Fire Department would send recruits who needed remedial training to their Westlake facility as Fire Department Trainees, a "pre-training" classification designed to prepare FIREFIGHTER candidates for Drill Tower training. Recruits would be returned to the Drill Tower when remediation was complete. According to the Department, this practice was discontinued because the union objected to these individuals being placed on "leave of absence" from their FIREFIGHTER positions while in remedial training at Westlake. Under the proposed plan, Firefighter recruits would not be returned to the Westlake facility for remedial training. Rather, all remediation would take place at the drill tower itself. However, no more than three

"recycles" would be permitted during the temporary training period.

Implementation of these temporary training positions should start with the hiring of candidates from the new FIREFIGHTER eligible list that results from the written test now scheduled for July, 1987. Staff believes delay until that time would balance the interests of persons in different testing groups.

The City Administrative Office and Fire Department staffs report that the concerned union, UFLAC, has agreed in concept to this proposal. The CAO staff also supports the proposal to create temporary training positions in the class of FIREFIGHTER, and will recommend creating a separate paygrade to accommodate these positions. It is anticipated that candidates will be appointed to a new FIREFIGHTER I paygrade and would advance to a FIREFIGHTER II paygrade upon successful completion of Drill Tower training.

It is believed that this type of change would not require the Consent Decree to be reopened or modified, nor does it appear to have impact on any of its definitions or other provisions. Revision of the bulletin and other publicity materials would, however, be required.

The Fire Department proposal would permit additional flexibility in the Drill Tower, would be advantageous for the recruits who require extra time to assimilate the training, provide for full field probationary review at rotating work stations and could be implemented without substantial changes in the existing selection process. Therefore, staff recommends that the Board designate all positions in the class of FIREFIGHTER, CODE: 2112, assigned to the Fire Department Drill Tower, as temporary training positions consistent with Civil Service Rule 5.30.

II. Firefighter/Paramedic and Fire Captain/Paramedic Supervisor Consolidations

On October 2, 1992, the Board of Civil Service Commissioners consolidated the classes of Paramedic, Ambulance Attendant, and Ambulance Driver into the class of Firefighter, to become effective at the time the personnel transfers took effect. A similar action was taken to consolidate Paramedic Supervisor into Fire Captain. In addition, revised class specifications for the classes of Firefighter and Fire Captain were adopted. Background on these actions is provided in excerpts from the staff reports.

On August 1, 1990, the Los Angeles City Council, in Executive Session, directed the Fire Department to conduct a study on the feasibility of consolidating the classes of Firefighter and Paramedic. This action was taken as the result of changes in the delivery of emergency medical services and long-standing conflicts between the employee organizations representing Firefighters and Paramedics.

A study was undertaken by the City Administrative Officer (CAO) in conjunction with the City Attorney, Fire, and Personnel Departments. The consensus of the participating departments was that the consolidation of Firefighter and Paramedic was feasible and appropriate. It was felt that the consolidation would result in the following:

- * Improved patient care and service to the public.
- * Greater efficiency in the management of the Fire Department.
- * Improved career opportunities for all members.
- * Elimination of disparities between the two classes.

On March 31, 1992, the City Council approved, in concept, the consolidation of the classes of Firefighter, Paramedic, Ambulance Driver, and Ambulance Attendant. Council also approved, in concept, the consolidation of the classes of Paramedic Supervisor and Fire Captain. Council instructed the CAO, Fire, and Personnel Departments to work out the details of the consolidation, including meet and confer items and return with a proposal.

After numerous meetings with the CAO, Personnel, Fire, and two employee organizations, a consolidation plan was developed. On September 22, 1992, Council approved the consolidation plan and Memorandum of Understanding.

Consolidation Process

The method chosen to move the Paramedics, Ambulance Attendants, and Ambulance Drivers into the class of Firefighter is to transfer the incumbents to the class under the authority of Charter Section 108. Under a 108 transfer, seniority is carried with the employee from the old class. It would allow the Fire Department to cross train Paramedics, Ambulance Drivers, and Ambulance Attendants in fire suppression and to assign them to any position in the class of Firefighter for which they are qualified.

Under the Fire Department's consolidation plan, Paramedics who wish to cross train and are able to meet Firefighter physical requirements are eligible for any assignment within the class of Firefighter after becoming suppression certified.

Those existing Paramedics who either are unable to meet the physical requirements for firefighting or choose to remain single function paramedics may be eligible for over 200 additional assignments in the Fire Department. These include positions in inspection, dispatch, fire safety, community relations and other non-fire suppression areas.

Former Paramedics who receive a Charter Section 108 Transfer and who do not become fire suppression certified, will still qualify to take the examination for Fire Captain, but may only be promoted to those positions that do not require fire suppression training.

The same process, via Charter Section 108 Transfer, applies to the consolidation of Paramedic Supervisor and Fire Captain. Paramedic Supervisors who wish to cross train and are able to meet Firefighter physical requirements are eligible for any assignment within the class of Fire Captain after becoming fire suppression certified.

Former Paramedic Supervisors who do not become fire suppression certified may be eligible for Fire Captain positions that do not require fire suppression training.

II. Fire Department Trainee/Firefighter-Proposed Consolidation

In 1980, the Trainee Program was initially implemented in the Fire Department. At that time, it was a 10 week paid program in which minorities were employed in a civilian capacity as Fire Department Trainees and provided with study skills, academic orientation, and physical training prior to entry into the uniformed fire service. This program was intended to improve the retention of minorities in the Training Academy (Drill Tower).

In the 1985-86 Budget, another pre-Drill Tower program was approved with a primary focus on providing women with physical and academic skills. In October 1985, the City Council approved implementation of a plan to improve minority representation in the class of Firefighter. One of the components involved the employment of Fire Department Trainees on a voluntary basis at a fire station to learn a variety of skills, perform nonemergency work, and familiarize themselves with the job of Firefighter. Trainees would be assigned during the interim between successful completion of the selection process and entrance into Academy training. (In 1987, Emergency medical technician training was added.) Although primarily intended to improve minority representation, this program was open to all candidates.

For some time, the Fire Department has considered eliminating this program. Most recently, in 1994, the Board of Fire Commissioners requested that Fire Department Trainee be consolidated into Firefighter, and that the Trainee period, which now lasts five weeks, become mandatory. The significance of this request is that it turns the Trainee Program from an orientation period into one in which people can be screened out of employment. It has been suggested that the current program is not as effective as it could be because participation is not mandatory, and the environment is too relaxed.

Concerns about the voluntary nature of the program are moot, as staff has been advised that most candidates who are invited participate. With respect to Trainee motivation, the attitude and demeanor of their instructors undoubtedly play a significant role in how Trainees perceive the program. Comments from former recruits suggest that they adopted the attitude of the instructors and, consequently were unprepared for how different the Training Academy was.

Staff has specific concerns about this proposed action. Firefighting historically has been overwhelmingly a white male occupation, with a heavy concentration of relatives and friends of members. The Trainee program, in its various forms, was conceived primarily as a program to provide orientation to the demands of the job to candidates from groups which did not have this exposure. If the Fire Department's request is granted this focus would be lost, and those with less exposure could be "washed out" before actual employment as a Firefighter. This would undoubtedly affect women and groups targeted by the Consent Decree the most.

Consequently, the Fire Department's request should not be granted without more elaboration on the anticipated impact of the change on groups targeted by the Consent Decree, such as how a mandatory stint as a Fire Department Trainee would differ from the Firefighter I, trainee level, and how the program's orientation focus would be preserved versus use of the program as a screening device (Recommendation 36). Staff believes that rather than eliminating these types of orientation activities, the Fire Department should exhibit a greater commitment to providing them to a broader range of residents.

III. Fire Inspector

A Fire Inspector works in the Bureau of Fire Prevention and inspects and processes for compliance with fire prevention and life safety laws and regulations. An employee in this class may conduct technical and legal research related to the standards of fire safety. A Fire Inspector may perform specialized staff duties and other related work. The class currently has over 100 positions and two paygrades. Incumbents promote from Firefighter.

An unusual phenomena has occurred in this class since 1985. In 1985, 60.2% of the incumbents were Caucasian males. In June 1994, 64.5% were minorities (36.1% African-American, 21.0% Latino, and 3.4% Asian. Women account for 1.7%). The existence of good representation of minorities in this class presents evidence that entry level recruitment efforts have had some effect. However, the full impact of Consent Decree-related efforts on upward mobility will not be realized if the progress of significant numbers are stymied. These incumbents represent a pool of potential candidates for Fire Captain; however, in many respects, Fire Inspector is a deadend class. Although incumbents qualify to apply for Fire Captain, competitively the selection process emphasizes knowledges, skills, and abilities gained in the Bureau of Fire Suppression where most of the positions are assigned. Consistent with the City's longstanding practice of reviewing deadend classes and eliminating artificial barriers to advancement, it is appropriate that the Personnel Department conduct a classification review of Fire Inspector and take appropriate action (Recommendation 37).

XIV. Nepotism and Cronyism

Other than the environment in the fire stations, no topics raised as much concern among current employees as those of nepotism and cronyism. There is a widely held belief that these two considerations are the dominant factors in personnel-related decisions. It is believed that Captains and above, but particularly chief officers, manipulate selections, station assignments, special duty, and training opportunities to advantage their friends and families. It is perceived that these practices particularly impact women and minorities, especially African Americans because they typically are not in these circles. Additionally, there is a strong perception that Department management functions in a vindictive and retaliatory manner toward anyone who questions the operation of these practices.

Undoubtedly a number of relatives work within the Fire Department. The degree to which this has resulted in abuse of discretion and favoritism among current employees is difficult to assess absent a complete review of the work histories of the chief officers relatives versus non-relatives to determine verifiable discrepancies in training and assignments which could be traced to nepotism.

On the other hand, the Department has relied so heavily upon personal referrals to fill internal positions that if cronyism was not occurring, these actions certainly left strong perceptions to the contrary. In the appropriate sections, staff has made recommendations which should clarify and open up many of the personnel practices which are of concern. Of course, their effectiveness in dispelling the perception of unfairness will depend upon the manner in which they are implemented.

XV. Services to the Community

A topic which was raised by several interviewees and which evoked strong comments was that of service to the communities. There is a concern that there is not an equal level of service provided to all communities because of the attitudes of some members. It was noted to staff that it has been observed that minorities in lower income areas frequently do not receive the same courtesy, and their belongings do to receive the same care, as people and property in more affluent areas. It was believed this is because many of those assigned to the former areas have no affinity for the residents and, in some cases, are very apprehensive and retain stereotypical attitudes about the residents. Consequently, there are no effective station-based efforts to establish rapport or recruit in these communities and create a more service-oriented, positive image for the Department.

Concerns were also expressed that the Department has not adequately addressed itself to the changes it must take to keep pace with the tremendous demographic shifts that have occurred. Many parts of the Valley are predominately Latino, while other areas, including South Central, have populations which are approximately half Latino. Koreatown has grown and there are concentrations of other Asian groups in various parts of the City. There was a belief that the Department must do more to recruit in these areas, to ensure the availability of bilingual staff, and ensure that call boxes carry instructions in the language(s) of the service community. In 1992, the Department issued a bulletin concerning bilingual skills and the procedure for designative positions, and has designated many positions as requiring bilingual skills. It should also ensure call boxes are language accessible.

The Department recently appointed three Community Relations Officers, however, this does not address the issue of members' behavior which manifests itself in differential services. Staff is aware that there may be some substance to the these allegations that some members have disrespectful attitudes based upon the review of disciplinary cases. One incident involving derogatory remarks about residents was reduced in penalty and in the other case, the alleged remarks were not investigated by the Advocate. (Disciplinary cases were discussed in more detail in a previous section.) These actions send a message that derogatory racial/ethnic statements about residents are not serious matters.

XVI. Affirmative Action Overview

The Department's Affirmative Action Officer responsibilities have been transferred among various positions during this period. Currently, it is assigned to a Captain II whose regular full-time assignment is as an Advocate in the Administrative Justice Unit. This is viewed as a reflection of management's lack of commitment to affirmative action has many employees. Advocates are not perceived as objective about complaints of any sort filed against the Department. Consequently, employees are reluctant to file discrimination complaints because of concerns that they will be targeted for retaliatory action. Additionally, the physical location of the office on the same floor as Department management is seen as evidence that confidentiality isn't maintained.

Given the other responsibilities of Advocates and the perceptions that surround that function, assignment of Affirmative Action Officer responsibilities to an Advocate is counterproductive. It is recommended that the Department reassign this responsibility to a position more consistent with the broad based concept of affirmative action, such as one at an appropriate level in training (Recommendation 38).

Numerical Progress (Attachments 21a-g)

The long range goal of the City's Affirmative Action Program is attainment of a City workforce in each occupational category which is representative of the community it serves. The City's 1990 census breakdown was Latino, 39.9%; African American, 13.0%; Asian, 6.7%; Filipino, 2.5%; American Indian, .3%; Caucasian 37.3%; Women comprised 49.8% and men 50.2% of the population.

Officials/Administrators (Chief Engineer, Deputy Chief, Assistant Chief)

Upward mobility of minorities has reversed itself after rising to a high of 13.05% in 1990. The lack of available minorities in feeder classes is the main reason for this.

Professionals (Battalion Chief, Fire Inspector, Fire Captain)

There have been large increases in this category for all groups. However, the key class is Fire Captain, from which incumbents may promote to Battalion Chief.

Technician (Engineer, Apparatus Operator, Fireboat Mate, Fireboat Pilot)

Latinos and Asians showed good progress, while African Americans and women show little progress. It has been suggested that a lack of equal opportunity to become certified as an Engineer or Apparatus Operator in fire stations impacts the competitiveness of African Americans, while the relatively few numbers and recency on the Department impact women.

Protective Services (Firefighter)

Despite the effects of Proposition 13, most of the progress at the entry level occurred prior to 1985. As this is the only point of entry for uniformed members, and in light of the significant demographic changes over the last decade, there is a need for a more intensified and effective recruitment effort, particularly for Latinos, Asians, and women. Additionally, it is noted that the

Department has slightly exceeded population parity for African Americans, and significantly increased employment of women during this period.

KEY TO ETHNIC GROUPS FOR ALL APPLICABLE ATTACHMENTS

- 1 = African American
- 2 = Latino
- 3 = Asian American
- 4 = Caucasian
- 5 = American Indian
- 7 = Filipino

**CITY OF LOS ANGELES
TOTAL POPULATION FROM 1990 CENSUS**

	WHITE	AFRICAN AMERICAN	LATINO	ASIAN & PACIFIC ISLANDER	OTHER	TOTAL
%	37.3	13	39.9	9.2	0.6	100

MALE	FEMALE	TOTAL
50.2	49.8	100

**COUNTY OF LOS ANGELES
TOTAL POPULATION FROM 1990 CENSUS**

	WHITE	AFRICAN AMERICAN	LATINO	ASIAN & PACIFIC ISLANDER	OTHER	TOTAL
%	40.8	10.6	37.8	10.2	0.6	100

MALE	FEMALE	TOTAL
49.9	50.1	100

The following activities are to be included in the 1974 Firefighter Minority Recruitment Program:

I. COLLEGE RECRUITMENT

A. Recruitment Recommendations

1. A counselor will be available to talk with interested students who call or come to the Personnel Department.
2. Directors of counseling and placement at the colleges will be contacted to arrange poster displays.
3. Applications or interest cards will be made available at the colleges and will be mailed to us by the placement offices or periodically collected by us.
4. Recruitment visits will be made to selected community colleges serving the minority communities.
5. Black and Chicano student organizations will be contacted and sent recruitment materials.
6. Names and addresses of minority seniors will be obtained from the directors of counseling and placement at the colleges.

B. Discussion

1. Recruitment at the community college level will be worth the time and effort spent. The student in the community college is more susceptible to recruitment of this kind. The community college is a transition point for many minority students. Many have not yet decided on a career objective and are examining the options that are open to them. The various aspects and benefits of the Firefighter job would be attractive to them as a career objective.
2. We will not recruit at all of the community colleges. We will concentrate on those with large minority enrollments.

II. ADULT SCHOOLS

8/29/74

A. Recruitment Recommendations

1. Posters will be displayed at strategic places on adult evening school campuses in the minority communities.
2. Appropriate literature will be made available as will applications or interest cards in the counseling offices of adult evening schools.
3. Where possible and appropriate, recruitment presentations will be made to classes and groups of interested students. Presentations will include an explanation of the job, benefits, and the examination, as well as some time for questions and answers.
4. Vocational schools such as the occupational centers run by the Board of Education will be included in these activities.

B. Discussion

1. Recruitment at adult evening schools will be well worth the time and effort spent.
2. The enrollment at these schools is made up of persons seeking more and better opportunities for themselves and their families.
3. Most of the students enrolled in adult schools will meet the minimum requirements for Firefighter and make good recruitment targets.

III. ORGANIZATIONS AND GROUPS

A. Recruitment Recommendations

1. An exhaustive list of community groups that might be helpful in recruiting minority candidates for the exam will be compiled.
2. A questionnaire will be developed and sent to these groups asking them to indicate their degree of interest and to specify how they would be willing to help in the recruitment effort.
3. Personal follow-up with each organization will be made to find ways to fit them into the recruitment program.

4. Where requested, literature and speakers will be supplied to meetings of the various groups.
5. Community groups will be kept actively and visibly involved in recruitment activities.
6. In addition to community organizations, minority employee organizations within City service will also be included.

IV. PERSONALITIES - NEWS RELEASES AND TELEVISION AND RADIO SPOT ANNOUNCEMENTS

A. Recruitment Recommendations

1. Minority personalities and officials will be asked to tape spot announcements for radio and television and to endorse news releases for the recruitment campaign.
2. A substantial number of local personalities will be included in the list of persons doing spot announcements. A special effort will be made to include some of the leaders of large, influential community organizations and churches.
3. Some of the current television and entertainment personalities that appeal specifically to the minority communities will be approached to attempt to secure their cooperation in the program.

V. RADIO AND TELEVISION STATIONS

A. Recruitment Recommendations

1. Arrangements will be made with minority oriented radio and television stations to have spot announcements aired.
2. An attempt will be made to have spots aired during special target time periods.
3. An attempt will be made to arrange for 15 to 30 minutes of time for special recruitment presentations on minority oriented public service programming talk shows aired by each station, usually on weekends

4. An attempt will be made to arrange for recruitment announcements to be aired during special minority programming, such as when the Watts Festival Parade is being televised.

VI. NEWSPAPERS

A. Recruitment Recommendations

1. Advertisements will be run in selected minority newspapers.
2. Human interest stories and/or events related to Firefighter recruitment will be developed and an attempt made to have them covered and printed in the newspapers.

VII. POSTERS AND BROCHURES

A. Recruitment Recommendations

1. A poster for recruitment will be developed. The community leaders' recommendations as to wording and format will be taken into consideration. Professional assistance will be secured for layout and design.
2. The recruitment literature will place more emphasis on the benefits of the job rather than the requirements for employment.
3. Brochures will be supplemented with a one-page flyer or information sheet.
4. In addition, to use at actual recruitment presentations, flyers will be made available at community meetings and events and will be distributed at places like shopping centers and theaters.

VIII. ADVISORY RECRUITMENT COMMITTEES

A. Recruitment Recommendations

1. Invite community action agencies and organizations from the Black and Chicano communities to appoint representatives to sit on two Advisory Recruitment Committees to help generate and implement recruitment ideas and methods tailored to each of the communities.

2. Include on these committees representatives of the Personnel and Fire Department, Mayor's Office, Human Relations Bureau and other City departments that may become involved to a large extent in the recruitment program.
3. Hold committee meetings very frequently at the inception of planning of the recruitment program to generate ideas and ensure community input from the very beginning.
4. The committees will be given information regarding what the City hopes to accomplish and the perimeters within which they must work.
5. Once the committees have background and information to work with, they will begin to formulate a detailed assistance from the recruitment Task Force.
6. Members of the committees will be responsible for their agencies' participation in the program and also for assisting in providing contact with other agencies.
7. Once the recruitment program is begun, the committees will meet less frequently to coordinate and evaluate progress and to deal with any problems or new information that may arise.

OTHER PROPOSED AFFIRMATIVE ACTION MEASURES

1. Elimination of Sex Requirement

The title of the class of Fireman will be changed to Firefighter, and the examination shall be open to all applicants who are qualified regardless of sex. In all recruitment activities we shall emphasize that women are eligible to apply for the position of Firefighter.

2. Residence Requirement

All applicants for the class of Firefighter must be bona fide residents of the City of Los Angeles at the time of their application, appointment and throughout probation, and thereafter in accordance with the laws of the City and/or State of California.

3. Applicant Follow-Up

The Task Force will follow up on candidates failing to report for various steps of the examination to reduce "leakage." Since experience has shown that minority candidates fail to report (lapse) more frequently than other groups, a "leakage" reduction should assist affirmative action.

4. Continuous Examination

The examination would be continuous. Thus, a candidate who cannot attend one testing session may attend another at a later date. Testing locations will be decentralized when practicable for the convenience of candidates lacking adequate transportation.

5. Reduce Life of Eligible List

Each year, through recruitment and other activities, the number of minorities reaching the eligible list increases. Advantage can be taken of this trend by holding the examination more frequently.

6. Expedite Processing of Applicants

Accelerating applicant processing would increase the credibility of our program, and should reduce the lapse rate. Both of these factors should serve to the advantage of affirmative action.

7. Alternative Examinations

In addition to the Personnel Department examination, candidates may be allowed to qualify on one of several alternatives. Those alternatives being considered are:

- a. Satisfactory service as a Fire Student Worker for six months;
- b. Military aptitude test scores which meet Personnel Department standards; and
- c. Satisfactory completion of 60 semester or 90 quarter units at a college or university.

8. Improved Physical Agility Test

Although the Physical Agility Test is demonstrably job-related, improvements in apparatus and scheduling techniques may improve the exam and reduce the lapse rate.

9. Sample Examination Booklet

The sample test booklet proved to be of value in 1971, particularly in classes conducted by the State's Department of Human Resources Development, and a comparable booklet is planned for this year.

10. Pre-examination Preparation of Candidates

Although not within the realm of Personnel Department activities, it is anticipated that Fire Department recruiters or community agencies will hold classes to prepare minority candidates for the examination. In addition, it is expected that the International Association of Firefighters will establish their Labor Recruitment Program in Los Angeles.

11. Reevaluation of Standards

Medical standards and examination procedures, background checks, and arrest/conviction policies will be reevaluated to ensure consistency with both the needs of the City and our Affirmative Action Program.

12. Staff will verify examination validity by an empirical, statistical study. If technically feasible, an attempt will be made to determine if the examination is equally valid and fair for all ethnic groups.

FIRE DEPARTMENT EXPLORER POSTS

ETHNIC BREAKDOWN

JUNE 1994

		1	2	3	4	7
Post 1	2230 Pasadena Ave	1	11		1	
Post 2	1962 E. Brooklyn Ave	1	23			
Post 37	1090 Veteran Ave					
Post 38	124 E. "1" St.	1	6		6	1
Post 39	14415 Sylvan St.	1	20		9	
Post 66	1909 W. Slauson Ave	2	1			
Post 70	9861 Reseda Bl.		1		14	
Post 89	7063 Laurel Canyon Bl.	1	24	3	7	
Post 98	13035 Van Nuys Bl.		9		5	
Post 47	4575 Huntington Dr. South	Advisor unavailable				
Fire Station 25	2927 Whittier Bl.	Post no longer exists at Fire Station				
Fire Station 33	6406 S. Main St.	Post no longer exists at Fire Station				
Fire Station 77	8943 Glenoaks Bl.	Post no longer exists at Fire Station				

FIREFIGHTER PHYSICAL ABILITIES TEST DESCRIPTION ATTACHMENT

The Physical Abilities Test consists of four separate events which will test your strength, coordination, agility, speed and endurance. You must successfully pass all four events of the test. If you fail any event, you will not be permitted to compete in the remaining events and will not be permitted to continue in this administration of the Firefighter examination. Candidates who pass all four events of the Physical Abilities Test and who are residents of the City will be scheduled for the Firefighter interview. Your interview score will be 100% of your final score in the examination and will determine your rank on the eligible list.

You may take the Physical Abilities Test only once during the Firefighter examination. Once you begin the test, you cannot then drop out and continue with it at some later time. IF YOU ARE ILL OR INJURED PRIOR TO THE TEST, NOTIFY THE FIRE SELECTION OFFICE AT (213) 482-LAFD DURING THE WEEK BEFORE THE TEST AND GET INSTRUCTIONS. Testing will take between two and three hours to complete.

You should wear athletic clothes that do not restrict movement of your arms and legs, and suitable footwear such as tennis shoes. Come dressed for the test as dressing rooms are not available.

1. Step-Test Event (Timed) - Wearing a back pack weighing approximately 50 pounds on your back, take two 7-inch steps up a platform and continue down the other side. Turn around and repeat the process over the platform and back. This is counted as 2 repetitions. To help you pace yourself, the proctor will periodically advise you of your progress during this event. You should complete as many repetitions as possible within the 10-minute time limit. Repetitions done incorrectly will not be counted. A passing score is 215 or more repetitions.
2. 35-Foot Extension Ladder Event (Timed) - Wearing Fire Department gloves (provided at test site), pull down on a rope hand-over-hand to raise the simulated fly (70 pounds) of a ladder to its fully extended position. Then lower the fly to its original position using the hand-over-hand method. This is counted as one repetition. Repetitions will not be counted if you fail to follow the proctor's instructions, or allow the rope to slide through your hands during the descent of the fly. You will not be allowed to use the weight of your body to help pull down on the rope. A passing score is three complete repetitions in 90 seconds. This event will test your grip and upper body strength.
3. Fire-Hydrant Speed and Manipulation Event (Timed) - Run while carrying a four-way valve (which weighs about 28 pounds) with approximately 100' of 2 1/2 inch hoseline attached over a distance of 125' to hydrant #1. Connect the valve to hydrant #1 and then run to hydrant #2, located nearby, where another four-way valve with hose is already connected. Unscrew the valve from hydrant #2 and run while carrying it back across the start/finish line (125' from both hydrants). After crossing the line, place the valve on the ground and pull all of the hose across the finish line. A passing score is 75 or less seconds.
4. Ladder Lift (Timed) - Lift a wooden extension ladder, which weighs approximately 80 pounds and has an unextended overall length of about 14 feet, from the ground and place it on ladder holders which are approximately five feet above the ground; then remove the ladder from the holders and place it gently back on the ground. A passing score is one repetition in 90 seconds.

FIREFIGHTER LIST APPOINTMENT ACTIVITY

ETHNIC CODE							TOTAL	M	F
1	2	3	4	5	7				

ESTABLISHED: 8/1/85

APPOINTED	41 (28%)	57 (39%)	6 (4%)	41 (28%)	0 (0%)	0 (0%)	145	145 (100%)	0 (0%)
NOT APPOINTED	8 (16%)	25 (50%)	2 (4%)	14 (28%)	1 (2%)	0 (0%)	50	50 (100%)	0 (0%)

ESTABLISHED: 12/12/86

APPOINTED	18 (21%)	19 (22%)	3 (3%)	47 (55%)	0 (0%)	0 (0%)	87	85 (98%)	2 (2%)
NOT APPOINTED	3 (18%)	9 (53%)	0 (0%)	5 (29%)	0 (0%)	0 (0%)	17	17 (100%)	0 (0%)

ESTABLISHED: 9/30/88

APPOINTED	48 (28%)	46 (27%)	13 (8%)	62 (36%)	0 (0%)	2 (1%)	171	169 (99%)	2 (2%)
NOT APPOINTED	7 (22%)	16 (50%)	1 (3%)	8 (25%)	0 (0%)	0 (0%)	32	31 (97%)	1 (3%)

ESTABLISHED: 1/15/91

APPOINTED	30 (21%)	47 (33%)	4 (3%)	60 (42%)	0 (0%)	1 (1%)	142	91 (64%)	51 (36%)
NOT APPOINTED	16 (31%)	14 (27%)	3 (6%)	16 (31%)	0 (0%)	2 (4%)	51	41 (80%)	10 (20%)

ESTABLISHED: 1/31/94

APPOINTED	4 (27%)	0 (0%)	0 (0%)	11 (73%)	0 (0%)	0 (0%)	15	0 (0%)	15(100%)
NOT APPOINTED	0 (0%)	0 (0%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)	2	0 (0%)	2 (100%)

TOTAL APPOINTMENTS TO FF CLASS BY ETHNIC BREAKDOWN

Year	No/%	Black	Hispanic	Asian	Caucasian	Filipino	Total
1987	No	45	67	8	84	0	204
	%	22.06%	32.84%	3.92%	41.18%	0.00%	100.00%
1988	No	23	44	6	52	3	128
	%	17.97%	34.38%	4.69%	40.63%	2.34%	100.00%
1989	No	47	45	11	71	1	175
	%	26.86%	25.71%	6.29%	40.57%	0.57%	100.00%
1990	No	41	47	8	45	5	146
	%	28.08%	32.19%	5.48%	30.82%	3.42%	100.00%
1991	No	5	6	0	9	0	20
	%	25.00%	30.00%	0.00%	45.00%	0.00%	100.00%
1992	No	11	14	1	24	1	51
	%	21.57%	27.45%	1.96%	47.06%	1.96%	100.00%
1993	No	13	18	2	30	1	64
	%	20.31%	28.13%	3.13%	46.88%	1.56%	100.00%

* Note

* Note: Not including 10/18/92 Consolidation of Paramedic classes (392) into FF classes.

TOTAL RECRUIT SEPARATIONS BY ETHNIC BREAKDOWN

Year	No/%	Black	Hispanic	Asian	Caucasian	Filipino	Total
1987	No	12	18	0	9	0	39
	%	30.77%	46.15%	0.00%	23.08%	0.00%	100.00%
1988	No	6	12	1	16	0	35
	%	17.14%	34.29%	2.86%	45.71%	0.00%	100.00%
1989	No	15	7	2	11	1	36
	%	41.67%	19.44%	5.56%	30.56%	2.78%	100.00%
1990	No	17	15	0	10	1	43
	%	39.53%	34.88%	0.00%	23.26%	2.33%	100.00%
1991	No	1	1	0	1	0	3
	%	33.33%	33.33%	0.00%	33.33%	0.00%	100.00%
1992	No	3	2	0	4	0	9
	%	33.33%	22.22%	0.00%	44.44%	0.00%	100.00%
1993	No	2	2	0	11	0	15
	%	13.33%	13.33%	0.00%	73.33%	0.00%	100.00%

TOTAL APPOINTMENTS TO FF CLASS BY GENDER BREAKDOWN

Year	No/%	Male	Female	Total
1987	No	195	9	204
	%	95.59%	4.41%	100.00%
1988	No	121	7	128
	%	94.53%	5.47%	100.00%
1989	No	165	10	175
	%	94.29%	5.71%	100.00%
1990	No	131	15	146
	%	89.73%	10.27%	100.00%
1991	No	13	7	20
	%	65.00%	35.00%	100.00%
1992	No	51	0	51
	%	100.00%	0.00%	100.00%
1993	No	36	28	64
	%	56.25%	43.75%	100.00%

TOTAL RECRUIT SEPARATIONS BY GENDER BREAKDOWN

Year	No/%	Male	Female	Total
1987	No	36	3	39
	%	92.31%	7.69%	100.00%
1988	No	32	3	35
	%	91.43%	8.57%	100.00%
1989	No	33	3	36
	%	91.67%	8.33%	100.00%
1990	No	36	7	43
	%	83.72%	16.28%	100.00%
1991	No	3	0	3
	%	100.00%	0.00%	100.00%
1992	No	9	0	9
	%	100.00%	0.00%	100.00%
1993	No	4	11	15
	%	26.67%	73.33%	100.00%

KEY TO SEPARATION CHARTS

Ethnicity:

- 1 = African American
- 2 = Latino
- 3 = Asian
- 4 = Caucasian
- 5 = American Indian
- 7 = Filipino

Assignment:

- DT 40 - Training Facility
- DT 89 - Training Facility
- FS - Fire Station
- Training - Unknown, but probably one
of the Training Facilities

Year - Year of appointment to the Fire Academy

4	DT 89	M	1984
4	DT 89	M	1986
4	DT 89	M	1986
4	DT 89	M	1987
4	DT 89	M	1987
4	DT 89	M	1987
4	DT 89	M	1987
4	DT 89	M	1987
4	DT 89	M	1987
4	DT 89	M	1987
4	DT 89	M	1988
4	DT 89	M	1988
4	DT 89	M	1988
4	DT 89	M	1988
4	DT 89	M	1989
4	DT 89	M	1989
4	DT 89	M	1990
4	DT 89	M	1990
4	DT 89	M	1990
4	DT 89	M	1991
4	DT 89	M	1992
4	DT 89	M	1992
4	DT 89	M	1992
4	DT 89	M	1993
4	DT 89	M	1993
4	DT 89	M	1993
4	DT 89	F	1994
4	F.S. 1	M	1986
4	F.S. 1	M	1990
4	F.S. 2	M	1986
4	F.S. 3	M	1988
4	F.S. 4	F	1987
4	F.S. 4	M	1985
4	F.S. 6	F	1989
4	F.S. 6	F	1990
4	F.S. 6	M	1989
4	F.S. 9	F	1984
4	F.S. 9	F	1984
4	F.S. 10	M	1986
4	F.S. 10	M	1986
4	F.S. 10	M	1986
4	F.S. 10	M	1988
4	F.S. 11	M	1988
4	F.S. 13	M	1989
4	F.S. 26	M	1989
4	F.S. 29	M	1989
4	F.S. 29	M	1989

4	DT 89	M	1984
4	DT 89	M	1986
4	DT 89	M	1986
4	DT 89	M	1987
4	DT 89	M	1987
4	DT 89	M	1987
4	DT 89	M	1987
4	DT 89	M	1987
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4	DT 89	M	1992
4	DT 89	M	1992
4	DT 89	M	1993
4	DT 89	M	1993
4	DT 89	M	1993
4	DT 89	F	1994
4	F.S. 1	M	1986
4	F.S. 1	M	1990
4	F.S. 2	M	1986
4	F.S. 3	M	1988
4	F.S. 4	F	1987
4	F.S. 4	M	1985
4	F.S. 6	F	1989
4	F.S. 6	F	1990
4	F.S. 6	M	1989
4	F.S. 9	F	1984
4	F.S. 9	F	1984
4	F.S. 10	M	1986
4	F.S. 10	M	1986
4	F.S. 10	M	1986
4	F.S. 10	M	1988
4	F.S. 11	M	1988
4	F.S. 13	M	1989
4	F.S. 26	M	1989
4	F.S. 29	M	1989
4	F.S. 29	M	1989
4	F.S. 33	M	1984
4	F.S. 35	M	1988
4	F.S. 54	M	1986
4	F.S. 60	M	1989
4	F.S. 61	M	1987
4	F.S. 61	M	1989
4	F.S. 64	F	1988
4	F.S. 64	M	1988
4	F.S. 64	M	1988
4	F.S. 66	M	1988
4	F.S. 75	M	1984
4	F.S. 83	M	1985
4	F.S. 89	M	1988
4	F.S. 92	M	1986
4	F.S. 93	M	1986
4	F.S. 94	F	1990
4	F.S. 94	M	1989
4	F.S. 94	M	1992
4	F.S. 98	M	1988
4	Training	F	1983
4	Training	F	1984
4	Training	F	1985
4	Training	F	1985
4	Training	M	1983
4	Training	M	1985
4	Training	M	1985
4	Training	M	1990
4	Unknown	F	1984
7	DT 89	M	1990
7	F.S. 96	M	1989

1	F.S. 33	M	1983
1	F.S. 33	M	1986
1	F.S. 33	M	1988
1	F.S. 34	M	1985
1	F.S. 35	M	1985
1	F.S. 37	F	1993
1	F.S. 37	M	1989
1	F.S. 37	M	1989
1	F.S. 65	M	1987
1	F.S. 65	M	1989
1	F.S. 66	M	1986
1	F.S. 66	M	1989
1	F.S. 82	M	1983
1	F.S. 82	M	1989
1	F.S. 89	M	1988
1	F.S. 92	M	1989
1	F.S. 94	M	1990
1	F.S. 96	F	1989
1	F.S. 98	F	1989
1	Training	M	1983
1	Training	M	1983
1	Training	M	1985
1	Training	M	1985
1	Training	M	1986
1	Training	M	1990
1	Unknown	M	1990
2	DT 40	M	1986
2	DT 40	M	1986
2	DT 40	M	1986
2	DT 40	M	1986
2	DT 89	F	1983
2	DT 89	F	1984
2	DT 89	F	1987
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2	DT 89	M	1990
2	DT 89	M	1990
2	DT 89	M	1990
2	DT 89	M	1991
2	F.S. 1	M	1987
2	F.S. 1	M	1987
2	F.S. 2	M	1986
2	F.S. 2	M	1987

[illegible]

LOS ANGELES FIRE DEPARTMENT



DONALD O. MANNING
CHIEF ENGINEER AND GENERAL MANAGER

January 9, 1992

TO: Honorable Board of Fire Commissioners
City of Los Angeles

FROM: Donald O. Manning
Chief Engineer and General Manager

SUBJECT: PROPOSED RECRUIT TRAINING SYSTEM

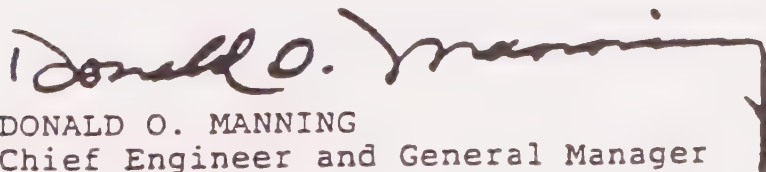
DISCUSSION

In order to study the entire recruit training process, a Recruit Training Review Committee comprised of thirteen members and three academic advisors was formed. Members were selected based on their knowledge in the field of education, familiarity with training principles, and years of service. The three advisors are eminent university professors with expertise in physical training, interpersonal skills, and training psychology.

The Committee was instructed to compare the Department's training methodologies to those used by other entities, including emergency responders, government agencies, and institutions of higher education. The Committee was directed to use the information from this analysis to develop a suggested state-of-the-art training system. The result of the Committee's work is a proposed comprehensive training system which is both professionally current and educationally sound.

Attached for the consideration of your Honorable Board is the Recruit Training Review Committee's report, including its recommendations with which I concur. It is a conceptual plan which will require additional development before implementation.

Respectfully submitted,


DONALD O. MANNING
Chief Engineer and General Manager

DOM:ib:2660F

LOS ANGELES FIRE DEPARTMENT



DONALD O. MANNING
CHIEF ENGINEER AND GENERAL MANAGER

January 9, 1992

TO: Donald O. Manning
Chief Engineer and General Manager

FROM: James W. Bird, Chairperson
Recruit Training Review Committee

SUBJECT: PROPOSED RECRUIT TRAINING SYSTEM

SUMMARY

In January, 1991, you appointed a Committee (Attachment "A") to review the Los Angeles City Fire Department's Recruit Training System and compare it to programs used by other agencies. You directed the Committee to consider alternative methods or designs in developing a suggested state-of-the-art training system. Based on this direction, the Committee developed a training model which utilizes the consistent application of educational principles and a comprehensive program of instructor development.

The Committee's work focused on an educational system that would produce a more competent probationary firefighter, an Academy graduate who will be an immediate asset to both firefighting operations and the Department at large.

This document includes an analysis of the present process and a concept for a success-oriented Recruit Training System. The proposed model incorporates curriculum continuity, instruction and evaluation consistency, and individualized assistance. It is anticipated that the proposed program will reduce the attrition rate from the current 26 percent to approximately 10 percent.

RECOMMENDATIONS

The following recommendations are respectfully submitted:

1. Develop a Recruit Training System based on specific fire stations designated as training locations to be utilized during all aspects of the process.

(Exhibit "A")

2. Incorporate established methods of selection, development, and evaluation of instructors and mentors.
3. Seek approval for a Battalion Chief authority to serve as coordinator of training quality assurance.
4. Entitle this proposed program the "Training Station System."

FINDINGS

This report addresses many separate and distinct concepts.. The findings are organized into major areas including an analysis (historical perspective) of the existent recruit training process and a conceptual plan for an entirely new system.

Analysis of Training Programs

Recruit Training Review Committee

In January, 1991, a Committee was appointed to review the Los Angeles City Fire Department's recruit training process and compare it to programs used by other agencies. The Recruit Training Review Committee was directed to consider alternative methods or designs in developing a state-of-the-art training system. !

The Committee is comprised of 13 members with experience ranging from 4 to 31 years of service. It is representative of both gender and ethnicity, and spans the ranks of Firefighter through Battalion Chief. Eight of the Committee members possess Bachelors degrees, as well as several graduate degrees, in the fields of education, physical training, and related disciplines. Eleven Committee members have experience in Department recruit training programs conducted from 1978 to 1991. Nine of these are accredited teachers. Three professors with expertise in fields related to didactic instruction, physical training, and learning effectiveness serve as advisors to this Committee (Attachment "A").

Additional expert direction in the field of Fire Service Instruction is provided by Dr. Richard Resurreccion, of California State University, Long Beach, Department of Occupational Studies.

Methods of Analysis

As directed, this Committee completed a review of the Recruit Training Program and compared its findings to state-of-the-art training methods. To effect a comprehensive analysis of the quality of instruction for probationary firefighters, the Committee developed a job description. This was used to identify the actual duties for which a probationary firefighter is responsible, and allowed the Committee to analyze the effectiveness of all elements of the recruit training process including curriculum content, methods of instruction, and evaluation procedures.

In the past, Training Program analysis and subsequent modifications focused primarily on the Academy. The present City hiring "freeze" afforded the opportunity to conduct a thorough examination of the entire recruit training process, starting at the time of hiring from the Personnel Department's eligibility list through the completion of probation. This provided comparisons of various Department Recruit Training Programs. Probationary firefighter success/failure rates in the Academy, and in post-Academy field assignments, were analyzed comparing classes from 1983 through 1991. From this information, it was determined that the Modular System was more effective in graduating probationary firefighters from the Academy than the Linear System. However, the candidates of the Linear System were more successful in their field assignments than those in the Modular System. The overall attrition rate improved only two percent using the Modular System. It was determined that attrition in regard to ethnicity did not significantly differ between the two Programs studied.

The Committee investigated evaluation and instruction methods utilized by police agencies, the United States Marine Corps, other fire departments, and National and State fire service organizations. Methods of instructor selection, training, and evaluation were examined. It was discovered that most agencies consistently adhere to educational principles in their training methods. Successful instruction programs use common essential elements, including continuity of instruction, consistency and validity of curriculum, and reliability of evaluation. They also incorporate:

- . Consistent adherence to established instructor selection standards.
- . Conformity with student certification standards as established by professional emergency service organizations (NFPA, CSF, IFSTA, USMC, etc).

- . Objective, reliable criteria-based evaluations.
- . A positive learning environment which includes:
 - Application of basic "Learning Laws."
 - Program continuity and sequence.
 - Use of proven instructional and motivational techniques.
 - Appropriate facilities, equipment, resources, and scheduling.

Many of these elements, to varying degrees, were also found in the current Department Training Program.

Linear Academy System

The Linear Training Academy was ten weeks long and incorporated a continuous, segmented curriculum which placed limited emphasis on remedial training and had no provision for recycle. A typical program included a "Truck side" and an "Engine side" which were both four weeks long and held at separate locations. A concluding two-week evaluative period included:

- . Practical application of learned skills.
- . "Hot" fire training at the Academy, Del Valle Oil Firefighting Complex, and the Glendale Fire Department's structure fire simulator.
- . Field trips to Air Operations, Headquarters, fireboats, crash companies, etc.
- . Working with loaded hose lines.
- . Use of heavy-stream appliances.

The Linear Academy curriculum required that a recruit rapidly acclimate to Fire Department operations and maintain satisfactory performance throughout an intensive program. Many recruits experienced difficulty and, subsequently, were terminated.

The Department determined that the Linear System required improvement, both academically and in meeting affirmative action goals. As a result, in 1986, the Modular System was designed and implemented.

Modular Training Program Analysis

The Modular Training Program is comprised of two distinct elements: the Pre-Training Academy (Modules 1 and 2) and the Fire Academy (Modules "A," "B," and "C").

Each module is 3-1/2 weeks in duration. The schedule was designed to convene Monday, Tuesday, Thursday, and Friday, from 0630 hours to 1700 hours. In reality, training time frequently extends to 14 or 15 hours as dedicated staff members in all modules volunteer their time to assist candidates in after-hours "remedial training." The additional training conducted at this time is adversely affected by fatigue, and causes candidates and staff to conclude their day during peak traffic hours. Extended commuter time leaves less time for candidates and staff to prepare for the following day. Many candidates try to function with as little as three hours' sleep.

Participation in the Pre-Training Academy is optional and is not a requirement in qualifying for the Fire Academy. However, there has been virtually 100 percent participation in this optional program. Participants are paid 65 percent of Firefighter I salary. This program, Modules I and II, was originally intended to assist candidates in developing study habits and prepare them for the physical demands of the Fire Academy. In 1987, however, Module "D" of the Fire Academy (Emergency Medical Technician training) was added to the curriculum of the Pre-Training Academy which placed a tremendous demand on its instruction and learning requirements. Because of the voluntary nature of this program, it is not mandatory to pass EMT training, didactic instruction, or skills training. Since candidates are not held responsible for learning all course material, a decline of motivation results. In later modules, this lack of motivation sometimes leads to either recycle, resignation, or termination.

The Pre-Training Academy strength program sufficiently prepares recruits for the physical demands of the Fire Academy. However, the Fire Academy schedule undermines exercise science protocols which causes many candidates to lose strength during Modules "A," "B," and "C."

The Fire Academy is 10-1/2 weeks in duration. Modules "A" and "C" are conducted at the Valley Training Academy in North Hollywood, and Module "B" is conducted at the San Pedro Training Academy. Splitting the program into two sites distant from one another contributes to an inability to follow established curriculum development principles. Lesson plans, curriculum, and teaching methods are often inconsistently applied in regard to learning laws. Attention spans, learning retention rates, and recovery are also adversely affected by the 10-hour daily schedule of Monday, Tuesday, Thursday, and Friday.

It was found that, in some areas, instruction and evaluations are not task-specific to the duties of a probationary firefighter. Much of the course material does not apply to the probationary position thus decreasing available time for practicing essential emergency operations. Physical skills learning could be enhanced if evaluations were more criteria-based.

Many candidates are entering the fire service with little experience in teamwork, mechanical dexterity, or building construction which results in a failure to grasp the essential purpose of the lessons taught at the Academy. Candidates are prohibited from visiting fire stations and do not have the opportunity to observe the application of Academy instruction. This contributes to an abstract perception of a firefighter's responsibilities.

The system of "recycle" was designed to assist candidates who have difficulties acquiring necessary skills within module time limits. A candidate who fails any aspect of a module is required to repeat it in its entirety. Established criteria for recycle, as well as the number of times a candidate may recycle, is lacking. This leads to potential abuse of the recycle system, which defeats control of class size and diminishes the quality of instruction. To include recycles, classes have been expanded to as many as 22 candidates. This reduces learning effectiveness, reliability of evaluation, and efficiency of instruction.

Module "C" is the "hands-on" module. Much of the learning that occurred in the previous modules is put to practical use in this module. Unfortunately, increasing class sizes and instruction not directly related to the duties of a probationary firefighter decrease the available "hands-on" time.

The 12-month post-Academy probationary period begins when a candidate graduates from the Fire Academy and becomes a Firefighter II. During this period, each Probationary Firefighter II is assigned for four months to each of the following: a truck company, a single engine company, and a two-piece engine company. Members from any particular class may be assigned to different types of companies, on different platoons and in different Divisions. The sequence of assignments often varies for members of the same class, thus disrupting most study groups formed at the Academy.

Captains are responsible for training and evaluating probationary firefighters, yet receive no formal instruction. A Post-Academy Training Manual is provided for Company Commanders and Probationary Firefighters. The instructor manual was designed as an optional "guide" and was found to be inconsistently utilized. There is no system of efficient revision of materials for probationary field instruction and evaluation. The Post-Academy Program of instruction and evaluation lacks a formalized ongoing system of review.

Proposed Training Station System Overview

Thorough and effective training would be refined by combining the existing strengths of the Department's Training Programs with productive techniques demonstrated by other agencies and the principles of learning laws and adult education.

The proposed Training Station System would be dependent upon the utilization of designated fire stations staffed by specially trained personnel. These stations would be used during pre-Academy, Emergency Operations Academy, and post-Academy instruction, and would serve as the "thread" that holds the system together.

Pre-Academy Systematic Study (PASS) Program

The proposed PASS Program would be a voluntary Program available to those candidates who have passed the open written exam, the physical abilities test, and the personal history review. An eligible candidate will be notified of the PASS Program by this Department. The non-salaried position is designed to provide an orientation to the Fire Department by allowing the candidate to observe the duties and responsibilities of firefighters and paramedics. The candidate would visit a Training Station in his/her locale on a periodic basis and would be offered guidance regarding study material for the Academy, strength building, and manipulative practice. Following a safety performance certification through Metro Training, the candidate could ride-along with the fire company in an observational role. Candidates would be clearly identified as observers and would not be allowed to physically participate in Department operations.

Emergency Operations Academy

The Emergency Operations Academy is a practicality-based training program which would be 12 weeks in length. Much of the material currently taught in the Academy would be deferred to the post-Academy assignments, allowing the recruit to concentrate on direct hands-on experiences and job-specific material. Established educational principles would be used with emphasis placed on an effective learning environment.

Field Assignment

After completing the Emergency Operations Academy, candidates would begin a 12-month probationary period in field assignments. Training Station assignments would be 12 weeks in duration and would include a progression through single engine, two-piece engine, and truck companies. All members of an Academy graduating class would go to the same platoon and the same type of company, thus ensuring a continuation of their study/practice network. These members could remain on the same platoon throughout their Training Station assignments, after which they could be assigned to any fire station for the remainder of their probationary period.

Training Quality Coordinator

The Training Quality Coordinator would be responsible for monitoring all aspects of the Training Station System including selection, training, and review of instructors and mentors. Additionally, the Training Quality Coordinator would assure curriculum continuity for all phases of the System.

Budget

The cost of the Training Station System, as proposed, is within the 1990/91 Recruit Training budget. (The 1991/92 Recruit Training budget was deleted due to the City financial crisis.)

Training Station Selection Criteria

Training requires concentrated effort and is often labor-intensive. In analyzing several agencies and the Department, it was determined that personnel assigned to very active companies cannot consistently fulfill the instructional demands of a training program. Therefore, assignments with moderate call-loads are recommended.

To qualify for inclusion into the Training Station System, companies would meet the following recommended response per 24-hour shift criteria:

- | | |
|--------------------|---------------|
| . Engine Companies | 5 to 10 calls |
| . Truck Companies | 2 to 3 calls |

Eighteen single-engine and 21 task force companies currently fall into this category. This moderate call-load would allow Training Station personnel sufficient time to instruct and evaluate probationary members in a consistent manner, and to serve as the learning center for PASS Program candidates. As proposed, the Training Station System requires 24 fire stations: 12 single engine and 12 task force stations. Since each task force would be composed of two training companies (two-piece engine and truck), the total required training companies would be 108 for the three platoons.

Because assigned firefighters rotate through the various positions in the following companies, it is recommended that probationary members be excluded from these assignments:

- . Hazardous Materials Task Forces
- . Marine Task Forces
- . Airport Crash Companies
- . Helitac

Staffing for Training Stations would include personnel who have demonstrated the desire and aptitude to act as primary trainers. Each company would have at least two such instructors, including one officer who would be responsible for instruction and evaluation of the probationary firefighter.

Instructor/Mentor Selection and Development

Overview

The proposed Training Station System seeks to optimize instructor effectiveness through a comprehensive regimen of selection, development, evaluation, and assignment options. Training Stations would be used in all phases of the Recruit Training Program, staffed by a cadre of consistently trained instructors.

Selection

Participation as an instructor/mentor would be voluntary. Selection criteria would include education, Department background, and an ability to competently present lesson material. Instructional familiarity would be desired, and assistance to acquire it is currently available. Consideration would be given to gender and ethnic diversity to ensure a well-represented training staff.

Any member could self-identify their interest in becoming an instructor by completing an application which would be reviewed by a Trainer Selection Committee. Applicants would interview before this Selection Committee, chaired by the Training Quality Coordinator. During the selection process, potential instructors would make a teaching presentation for the Selection Committee. Following this sequence, potential instructors would, if qualified, participate in Instructor Development Training.

The following criteria would be considered during the selection process:

- . Instructor 1A and 1B from an accredited program.
- . Clearly understands the affirmative action goals of the Department.
- . Suitable Department background and experience.
- . Demonstrates:
 - A positive attitude and loyalty towards the Department and its members.
 - Interpersonal relationship abilities.
 - Communication skills and teaching techniques to effectively present material.
 - Manipulative skills to present "yard demonstrations."
 - A commitment to the values of the Training Station System.

A phase-in program could be offered to interested members who lack aforementioned qualifications.

Instructor Development Training

Instructor Development Training would consist of a three-week program to familiarize the prospective instructor with the following:

- . All phases of the Training Station System.
- . Training curriculum.
- . Field protocols and standards.
- . Teaching style aptitudes and strengths.

- . Interpersonal skills exercises.
- . Principles of adult education including modalities of learning.
- . Computer-assisted evaluation methods and procedures.

After participating in the Instructor Development Training, each applicant would be given a diagnostic review by the Training Quality Assurance Committee.

Assignments

Members successfully completing the Instructor Development Training and the final review would be eligible for assignment to Training Stations or the Academy. Instructors who serve at the Academy for a period of six months could transfer to a Training Station assignment. Instructors in the Training Stations would be eligible to serve in the Academy. This alternation of duties would allow instructors to:

- . Remain familiar with current field operations.
- . Participate in overtime hiring opportunities.
- . Provide consistency throughout the scope of the Training Program.
- . Renew personal motivation through a variety of assignments.

Monitoring Training Station System Effectiveness

Evaluation of both training techniques and learning effectiveness is an integral component of any instructional system. Crucial to the development of the Training Station System is continuous evaluation augmented through the following:

- . Team teaching
- . Peer review of instruction
- . Recruit review of instructors
- . Performance data-base
- . Instructional review by the Training Quality Assurance Committee

Instructional effectiveness is an evolutionary process of continuous self-assessment. Incorporating the above items into the Academy and Training Stations would contribute to an optimal Recruit Training Program.

Training Quality Assurance

Impartiality and objectivity are crucial in monitoring the efficacy of the Recruit Training Program. This would be fulfilled by the Training Quality Coordinator. By necessity, the position's inter-bureau latitude would call for assigning the Coordinator to the Chief of Staff.

Duties

The Training Quality Coordinator would have the responsibility for instructional continuity and integrity throughout the entire Training System. Following are the proposed responsibilities commensurate with this position:

- . Instructor training
- . PASS Program staff supervision and coordination
- . PASS Program implementation
- . Academy curriculum review
- . Training staff continuing education
- . Training staff instructional consistency
- . Training Station scheduling
- . Curriculum revisions
- . Chair of the Training Quality Assurance Committee

The Coordinator position would unify the entire Recruit Training System.

Pre-Academy Systematic Study Program

The goal of the Pre-Academy Systematic Study (PASS) Program is to develop candidates' awareness of probationary firefighter requirements in a positive learning environment. Candidates would be prepared for the Emergency Operations Academy through an individualized system that would incorporate diverse instructional modalities and foster self-esteem.

Candidates would participate in the PASS Program on a voluntary, no salary basis. The Program would be available to all candidates who have completed the entry-level testing requirements designed and administered by the Los Angeles City Personnel Department.

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Candidates are positioned on an eligibility list by virtue of their civil service interview score. In accordance with Civil Service Rules and Personnel Department procedures, candidates begin medical and personal history examinations when their score is within one of the selected bands of the "Three Whole Score Process." Candidates would become eligible for the PASS Program when they have been cleared by our Department's Personal History Unit and have been approved by the Personnel Department.

The PASS Program would be conducted prior to entry into the Emergency Operations Academy (Attachment "B"). Portions of the Program would be conducted at the Metro Training Facility and at Training Stations.

When candidates became eligible, they would be contacted by registered mail and invited to participate in the Program. They would be encouraged to take advantage of this opportunity to gain first-hand knowledge of Fire Department operations. Participants of the PASS Program would attend an orientation and training seminar presented by the Metro Training Staff. Seminars would be scheduled on weekday evenings and Saturday mornings. This would accommodate attendance by candidates who attend school, work various schedules, or must obtain child care.

Metro Training seminars would feature lessons on Departmental Rules and Regulations, PASS Program curriculum, and Department expectations (e.g. safety, affirmative action, sexual harassment, cultural sensitivity, etc.). After completing a competency examination of these topics, they would be certified to visit a Training Station. The Training Quality Coordinator would designate, to each candidate, a convenient Training Station where probationary firefighters would be assigned. Here, PASS candidates would be able to observe the work and responsibilities of a probationary firefighter, daily station activities, and emergency operations.

Metro Training and each Training Station would have a library of information including:

- . Incident Observation Workbook
- . Study Habit Guidebook
- . Study Planner
- . Core study materials
 - Ethics and values
 - Rules and Regulations
 - Basic Operations
 - Basic EMT
 - Physical Fitness
- . A video library supporting core-materials

Candidates would be encouraged to use any or all aspects of the Program to accommodate their schedule. A tutorial assistance "hotline" would be available via a code-a-phone system for candidates having difficulty in attending seminars, accessing PASS libraries, or understanding lessons.

The Chief Engineer would select ten candidates from the list every four weeks for appointment to the Emergency Operations Academy. The highest scoring candidates on the eligibility list electing to volunteer would have a minimum of two months' participation in the PASS Program. Candidates could continue in the Program until they are selected for the Academy. Candidates with lower scores would have the benefit of increased opportunities for additional station visits and individualized learning (Attachment "B").

Those candidates volunteering and participating in the PASS Program would begin an early process of acculturating to the working values and procedures of the Department and station personnel.

Emergency Operations Academy

The proposed Emergency Operations Academy would be conducted at the Valley Training Facility. Classes of ten recruits would enter at four-week intervals (Attachment "C"). The Academy would last 12 weeks and would be designed to follow sequential learning principles. The program design would focus on those emergency operations specific to the duties and responsibilities of a probationary firefighter.

Curriculum

Recruits, receiving Firefighter I pay, would be taught those skills specifically identified as essential to successfully function as probationary firefighters. The academic curriculum and the physical fitness element have been designed to be task-oriented and would specifically relate to current field operations. This would allow for a significant percentage of material (presently introduced in the Modular Academy) to be deferred to the 18-month period following graduation. It would provide for approximately 70 percent more job-specific instruction during the proposed Academy.

Recruit Training lesson plans and candidate evaluations would be revised to incorporate current learning principles which are currently recognized by the California State Fire Marshal and the National Fire Protection Association. Graduates of the Training Station System would be eligible for California State Firefighter I and II certification. The Academy would also include EMT-1A and defibrillator certification.

The Academy curriculum would begin with a major focus on manipulative skills. It would progress to the practical application of firefighting and EMS knowledge, then advance to evaluating the recruit's ability to use learned skills and judgement during simulated emergency situations (Attachment "D").

Instructional Hardware

As an adjunct to classroom instruction, a complement of equipment is being designed to improve the efficiency of instruction and evaluation. This would enhance learning effectiveness regarding hose lays, ladder evolutions, and the use of various firefighting tools. Additionally, upon approval, a computer-assisted learning center would be available which would allow for self-paced skill mastery and could be utilized as a means of remediation.

Schedule

The Academy would convene five days per week from 0600 to 1500 hours. The schedule has been designed to take into consideration the following:

- . Remediation
- . Commuter time
- . Study groups
- . The importance of maintaining family support groups

A typical weekly schedule (Attachment "E") illustrates the use of periodization in the learning process. Days would alternate between those that are physically demanding and those that emphasize cognitive development. This would allow for a time of recovery, both physically and mentally, thus reducing the negative effects of the over-training syndrome (e.g., fatigue, insomnia, learning depression, decreased retention, and decline in performance).

A block of mid-day Academy time has been designated for those needing remedial assistance. Specific lessons designed to establish competency in required skills would be used. Recruits not requiring remediation could use this time to improve skills (Attachment "F").

Physical Fitness

The reorganization of the Emergency Operations Academy curriculum schedule supports exercise science protocols. Instruction techniques would include principles of "mental practice," team-building skills, and positive reinforcement. Daily and weekly schedules would include periods where physically demanding practice sessions are alternated with appropriate recovery periods.

The daily physical fitness period would focus on total body conditioning. A regimen of job-specific exercises would develop muscular strength, flexibility, and cardiovascular and muscular endurance. The regimen would include a sequence of timed exercise movements including, but not limited to:

- . Stair climbing
- . Patient lifting
- . Hose dragging
- . Ceiling pulling
- . Ax swinging

The emphasis of each exercise would be placed on physically stressing the body while simultaneously reinforcing safe and proper operational techniques. Candidates' physical conditioning would improve while they learn pertinent firefighter skills.

Station Visitations

Recruits would be given the opportunity to enhance their Academy curriculum with periodic visits to Training Stations. These would be stations that the candidates visited during their participation in the PASS Program. This valuable learning experience would serve to reinforce concepts taught at the Academy.

Recruit Evaluations

Assessing recruit development would be accomplished through a tiered evaluation system. As candidates progress through the Academy, an increasing demand would be placed on the level of competency required by the Program. The progression of evaluation would coincide with the proposed instructional sequence of basic manipulative techniques and practical applications and would conclude with fire/rescue strategies (Attachment "D").

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Skills tests would be objective and criteria-based according to current field emergency operations. They would reflect the recruit's ability to safely and competently accomplish those procedures essential to probationary firefighter duties. Standardized written examinations would focus on administrative policies pertinent to first-year firefighters. Electronic assistance such as video cameras and computer programs could be utilized as adjuncts to the evaluative aspect of training. These would be used to positively reinforce classroom concepts and drill-yard operations.

Staffing

The number of staff required for the Emergency Operations Academy would remain the same as current levels. Academy instructors would receive comprehensive training in both curriculum content and delivery and would be current in terms of practical field operations.

Field Assignment

Every four weeks an Academy class would graduate. Upon completion of the Emergency Operations Academy, probationary firefighters would report to the first of three Training Station assignments. During the 12-month probationary period, they each would be assigned to a single engine, a two-piece engine, and a truck, in a standardized sequence. Probationary firefighters would progress through assigned Training Stations on a 12-week schedule (Attachment "G"). This three-phase sequence should include two stations housing paramedic rescue ambulances which would facilitate EMT refresher training. Each Academy class would be initially assigned to and remain on the same platoon and type of company. This accommodation would allow study groups which were developed at the Emergency Operations Academy to be maintained. Additionally, this would facilitate the scheduling of end-of-phase evaluations at the Academy and would be an integral part of the probationary program. After successful completion of Phase III, candidates would be assigned by the Bureau of Fire Suppression and Rescue to any fire station for the remainder of their probationary period.

Evaluations

Evaluations would be scheduled at the end of each field assignment phase and would consist of academic, manipulative, strength, physical agility, and simulator testing. Successful completion of these end-of-phase evaluations would be required. The Training Quality Coordinator would be responsible for coordinating and administering these evaluations (Attachment "H").

A computer program compatible with the Station Administrative System (SASY) could be developed to augment the evaluation process. This component would facilitate frequent and objective criteria-based evaluations. This computer program would be consistent with computer-assisted records now used by the Department. Required probationary firefighter evaluations by Training Station personnel could include, but may not be limited to:

- . Incident evaluations
- . End of shift summary.
- . End of segment summary
- . Monthly (F-1142 - Revised)

Training Manual

Currently, the Department provides a "Probationary Firefighter Study Guide" and an "Officer's Workbook" to assist in the completion of recommended training. These guides provide a voluntary schedule of instruction, thereby allowing officers assigned to very active stations to prioritize probationary firefighter training and, as a result, some of the suggested training is either deferred or eliminated. The Training Station System would utilize companies having moderate call-loads, thus allowing training officers to fulfill all probationary firefighter training requirements. As proposed in the Training Station System, utilization of the "Officer's Workbook" would be mandatory.

A structured study plan, which is both flexible and mandatory, would assure that probationary personnel are consistently instructed in all areas of their responsibility, thereby making a safer and more productive member. After successful performance at the three required Training Station assignments, the member would be recommended for reassignment to the Bureau of Fire Suppression and Rescue for the completion of probation.

Affirmative Action Considerations

The Training Station System would be consistent with the Department's affirmative action goals and is designed to optimize candidate success. It would be compatible with the existing Female Firefighter Pre-Academy Program and adaptable to the Firefighter and Paramedic Class Consolidation Plan. Additionally, access to the PASS Program would be convenient due to Training Station locations City-wide.

The structure of the voluntary, non-salaried PASS Program would better prepare a candidate for the Academy and field assignments. Candidates could observe firefighters performing required duties and would know what is expected of a probationary firefighter. They would be oriented to the unique culture of the Department: the diligence, honesty, integrity, and required inter-dependent relationships. The PASS Program is predicated on individualized candidate attention through the Training Station System and self-paced skill mastery. It would work in conjunction with the test results of the eligibility list - candidates with lower scores would have more time and opportunity to prepare yet would not be forced to sacrifice their current occupational security or family obligations. Candidates would explore the many facets of the position in a "real life" setting. Thus, when entering the Academy, they would be more committed to and prepared for training.

The multi-faceted instructional Program of the Academy and post-Academy assignments, supported by the individualized compensatory PASS Program, would provide many opportunities for candidate success. Recruits would receive frequent feedback on their development - assessment would be designed as a learning tool. Evaluation procedures would readily identify inadequacies.

This process would invite candidate responsibility and interaction with the evaluative procedure which would heighten motivation. If, after appropriate remedial instruction and counseling, a candidate fails to demonstrate requisite skills, he/she could be terminated in accordance with Civil Service Rules and Department procedures.

CONCLUSION

This proposed Recruit Training Program is comprised of many inter-related elements. It is based on current educational principles and incorporates built-in checks and balances. A defined cadre of specially prepared instructors assigned to Training Stations would maximize instructional continuity for all aspects of the Program. Newly designed equipment, computer assistance, and an Emergency Operations-based curriculum are recommended innovations. This Program would also improve instruction validity, reliability, and consistency through the use of revised recruit evaluations, a Training Quality Assurance System, and a resource committee for quality review.

All elements of this proposed Program are inter-dependent. Although a development period of one year will be required before full implementation, certain curricular, methodological, and instructor development modifications could begin early. Through the entire scope of this Program, cost-effectiveness has been balanced with training objectives and Department concerns. This Program is within current training budget parameters.

The Training Station System would produce a more competent Academy graduate and probationary firefighter who would be an immediate asset to firefighting operations and the Department at large.

JAMES W. BIRD, Chairperson
Recruit Training Review Committee

JWB:ib:2660F

Attachments

RECRUIT TRAINING REVIEW COMMITTEEDEPARTMENT MEMBERS

James W. Bird (Chairperson), Captain I
Modular Instructor; 14 Years of Service

Curtis W. James, Battalion Chief
Linear Instructor; 18 Years of Service

Michael R. Kwiatkowski, Paramedic III
9 Years of Service

Millage Peaks, Captain II
Linear & Modular Instructor; 16 Years of Service.

Thomas V. Rohrback, Captain I
Linear Instructor; 32 Years of Service

Steven J. Ruda, Captain II
Modular Instructor; 13 Years of Service

Nancy J. Schreiber, Firefighter III
Academy Instructor; 4 Years of Service

Robert T. Smalley, Paramedic III
Modular Instructor; 12 Years of Service

John M. Stilson, Captain II
Linear Instructor, Modular Recruit Training Officer,
Pre-Academy Commander; 24 Years of Service

Robert T. Teachenor, Battalion Chief
Linear Instructor; 22 Years of Service

Terry J. Waters, Captain I
Modular Instructor; 16 Years of Service

Charles F. Wolcott, Engineer
14 Years of Service

David M. Yamahata, Captain II
Modular Instructor, Pre-Academy Commander
15 Years of Service

PROFESSIONAL ADVISORS

Dr. Donald Bethe, Professor of Kinesiology
California State University, Northridge
Chair, Affirmative Action & Equal Opp. Board

Dr. Robert Gregor, Professor of Kinesiology/
Biomechanics, University of California, Los Angeles

Dr. Laree Kiely, Assistant Professor of Business
Communications, University of Southern California

Attachment B

- P.A.S.S. Program (2-9 months)
- 12-Week Emergency Operations Academy
- Continuous 4 Week Entry Cycles (10 candidates per Class)
- Three 12-Week Field Assignments (Eng. Co., 2pc. Eng. Co., Truck)
- End of Assignment Central Testing (Training Quality Coordinator)

Time Line Matrix TRAINING STATION SYSTEM

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(Exhibit "A")

Attachment C

Time Line Matrix TRAINING STATION SYSTEM

- P.A.S.S. Program (2-9 months)
- 12-Week Emergency Operations Academy
- Continuous 4 Week Entry Cycles (10 candidates per Class)
- Three 12-Week Field Assignments (Eng. Co., 2pc. Eng. Co., Truck)
- End of Assignment Central Testing (Training Quality Coordinator)

Training Station System																												
End of Assignment Central Testing (Training Quality Coordinator)																												
Significant Events	List Established	Pers. History Clear	Family Orientation									Class #1	Class #2	Class #3	Class #1	Class #2	Class #3	Class #1 Final	Class #2 Final	Class #3 Final	Class #4 Final	"A" Platoon End Probation						
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6									
4 Week Periods																												
Class #1	P.A.S.S. Program (35-50 Cand.)			Emergency Operations Academy - #1			Phase I Field Assignment (Training Stations) Eng. Co. - "A" Platoon			Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "A" Platoon			Phase III Field Assignment Truck Co. - "A" Platoon Recommend any Field Assign.			BFS & R Assignment @ Large												
Class #2	P.A.S.S. Program (50-70 Candidates)			Emergency Operations Academy - #2			Phase I Field Assignment (Training Stations) Eng. Co. - "B" Platoon			Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "B" Platoon			Phase III Field Assignment Truck Co. - "B" Platoon Recommend any Field Assign..			BFS & R Assignment @ Large												
Class #3	P.A.S.S. Program (80-100 Candidates)			Emergency Operations Academy - #3			Phase I Field Assignment (Training Stations) Eng. Co. - "C" Platoon			Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "C" Platoon			Phase III Field Assignment Truck Co. - "C" Platoon Recommend any Field Assign.			BFS & R Assignment												
Class #4	P.A.S.S. Program (80-100 Candidates)			Emergency Operations Academy - #4			Phase I Field Assignment (Training Stations) Eng. Co. - "A" Platoon			Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "A" Platoon			Phase III Field Assignment Truck Co. - "A" Platoon Recommend any Field Assign.			BFS & R												

(Exhibit "A")

Proposed Emergency Operations Academy Curriculum Plan

4 WEEK PERIOD	4 WEEK PERIOD	4 WEEK PERIOD
MANIPULATIVE / TECHNIQUE EVALUATIONS	PRACTICAL USE EVALUATIONS	SITUATIONAL / JUDGEMENT EVALUATIONS
<ul style="list-style-type: none"> • LADDERS (BASIC) • HOSE LAYS (BASIC) • TOOLS (SAFETY/MAINT.) • FITTINGS I.D. 	<ul style="list-style-type: none"> • LADDERS (APPLICATIONS) • HOSE LAYS (APPLICATIONS) • TOOLS (SAFETY/USE) • FITTINGS APPLICATION 	<ul style="list-style-type: none"> • LADDERS (STRATEGIES) • HOSE LAYS (STRATEGIES) • TOOLS (USE/TACTICS) • FITTINGS ALTERNATIVES • ACTUAL FIRE SITUATIONS
EMT TRAINING CONTINUOUS THROUGHOUT 12 WEEKS		

Emergency Operations Academy

Weekly Master Schedule

SAMPLE

Attachment E

SAMPLE							
	Monday	Tuesday	Wednesday	Thursday	Friday	Sat & Sun (Optional)	
0600	EMT	EMT	EMT	EMT	EMT	Training Station Visitation Opportunity (Voluntary)	
0700							
0800	Truck Co. Operations	EMT Skills Lab	Truck Co. Operations	EMT Skills Lab	Truck Co. Operations		
0900							
1000	Engine Co. Operations	Tools & Equipment	Engine Co. Operations	Tools & Equipment	Engine Co. Operations		
1100		Fittings		Fittings			
1200	Lunch	Lunch	Lunch	Lunch	Lunch		
1300	Additional Specialized Training	Additional Specialized Training	Additional Specialized Training	Additional Specialized Training	Additional Specialized Training		
1400	Lecture	Lecture	Lecture	Lecture	Lecture		
1500	Physical Fitness	Physical Fitness	Physical Fitness	Physical Fitness	Physical Fitness		
	Dismissed	Dismissed	Dismissed	Dismissed	Dismissed		

Emergency Operations Academy

Weekly Master Schedule

SAMPLE

Attachment F

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat & Sun (Optional)
0600	EMT	EMT	EMT	EMT	EMT	Training Station Visitation Opportunity (Voluntary)
0700						
0800	Truck Co. Operations	EMT Skills Lab	Truck Co. Operations	EMT Skills Lab	Truck Co. Operations	
0900	Engine Co. Operations	Tools & Equipment	Engine Co. Operations	Tools & Equipment	Engine Co. Operations	
1000		Fittings		Fittings		
1100	Lunch	Lunch	Lunch	Lunch	Lunch	
1200	Additional Specialized Training	Additional Specialized Training	Additional Specialized Training	Additional Specialized Training	Additional Specialized Training	
1300	Lecture	Lecture	Lecture	Lecture	Lecture	
1400	Physical Fitness	Physical Fitness	Physical Fitness	Physical Fitness	Physical Fitness	
1500	Dismissed	Dismissed	Dismissed	Dismissed	Dismissed	

(Exhibit "A")

Attachment G

- P.A.S.S. Program (2-9 months)
- 12-Week Emergency Operations Academy
- Continuous 4 Week Entry Cycles (10 candidates per Class)
- Three 12-Week Field Assignments (Eng. Co., 2pc. Eng. Co., Truck)
- End of Assignment Central Testing (Training Quality Coordinator)

Time Line Matrix TRAINING STATION SYSTEM

Significant
Events

4 Week
Periods

List Estab- lished	Pers. History Clear	Family Orien- tation
--------------------------	---------------------------	----------------------------

1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6
---	---	---	---	---	---	---	---	---	----	----	----	----	---	---	---	---	---	---

Class #1 Final	Class #2 Final	Class #3 Final	Class #4 Final	"A" Platoon End Probation
Class #1 Phase II	Class #2 Phase II	Class #3 Phase II	Class #4 Phase II	

Class #1

P.A.S.S. Program (35-60 Cand.)	Emergency Operations Academy - #1	Phase I Field Assignment (Training Stations) Eng. Co. - "A" Platoon	Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "A" Platoon	Phase III Field Assignment Truck Co. - "A" Platoon Recommend any Field Assign.	BFS & R Assignment @ Large
-----------------------------------	--------------------------------------	---	--	--	----------------------------

Class #2

P.A.S.S. Program (50-70 Candidates)	Emergency Operations Academy - #2	Phase I Field Assignment (Training Stations) Eng. Co. - "B" Platoon	Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "B" Platoon	Phase III Field Assignment Truck Co. - "B" Platoon Recommend any Field Assign.	BFS & R Assignment @ Large
--	--------------------------------------	---	--	--	----------------------------

Class #3

P.A.S.S. Program (80-100 Candidates)	Emergency Operations Academy - #3	Phase I Field Assignment (Training Stations) Eng. Co. - "C" Platoon	Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "C" Platoon	Phase III Field Assignment Truck Co. - "C" Platoon Recommend any Field Assign.	BFS & R Assignment
---	--------------------------------------	---	--	--	--------------------

Class #4

P.A.S.S. Program (80-100 Candidates)	Emergency Operations Academy - #4	Phase I Field Assignment (Training Stations) Eng. Co. - "A" Platoon	Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "A" Platoon	Phase III Field Assignment Truck Co. - "A" Platoon Recommend any Field Assign.	BFS & R
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Attachment H

Time Line Matrix TRAINING STATION SYSTEM

- P.A.S.S. Program (2-9 months)
- 12-Week Emergency Operations Academy
- Continuous 4 Week Entry Cycles (10 candidates per Class)
- Three 12-Week Field Assignments (Eng. Co., 2pc. Eng. Co., Truck)
- End of Assignment Central Testing (Training Quality Coordinator)

Training Station System																								
Significant Events	List Established	Pers. History Clear	Family Orientation									Class #1	Class #2	Class #3	Class #1	Class #2	Class #3	Class #1 Final	Class #2 Final	Class #3 Final	Class #4 Final	"A" Platoon End Probation		
				End of Phase I Test - TOC	End of Phase I Test - TOC	End of Phase I Test - TOC	End of Phase II Test - TOC	End of Phase II Test - TOC	End of Phase II Test - TOC	Class #4 Phase II	Class #5 Phase II	Class #6 Phase II	Class #7 Phase II											
4 Week Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6					
Class #1	P.A.S.S. Program (35-60 Cand.)			Emergency Operations Academy - #1				Phase I Field Assignment (Training Stations) Eng. Co. - "A" Platoon			Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "A" Platoon			Phase III Field Assignment Truck Co. - "A" Platoon Recommend any Field Assign.			BFS & R Assignment @ Large							
Class #2	P.A.B.S. Program (50-70 Candidates)			Emergency Operations Academy - #2				Phase I Field Assignment (Training Stations) Eng. Co. - "B" Platoon			Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "B" Platoon			Phase III Field Assignment Truck Co. - "B" Platoon Recommend any Field Assign.			BFS & R Assignment @ Large							
Class #3	P.A.S.S. Program (80-100 Candidates)			Emergency Operations Academy - #3				Phase I Field Assignment (Training Stations) Eng. Co. - "C" Platoon			Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "C" Platoon			Phase III Field Assignment Truck Co. - "C" Platoon Recommend any Field Assign.			BFS & R Assignment							
Class #4	P.A.S.S. Program (80-100 Candidates)			Emergency Operations Academy - #4				Phase I Field Assignment (Training Stations) Eng. Co. - "A" Platoon			Phase II Field Assignment (Training Stations) 2 pc. Eng. Co. - "A" Platoon			Phase III Field Assignment Truck Co. - "A" Platoon Recommend any Field Assign.			BFS & R							

(Exhibit "A")

LOS ANGELES FIRE DEPARTMENT



DONALD O. MANNING
CHIEF ENGINEER AND GENERAL MANAGER

February 7, 1994

TO: DONALD O. MANNING, Chief Engineer & General Manager,
THROUGH CHANNELS

FROM: Robert T. Teachenor, Commander, Recruit Training Section

SUBJECT: **REVISED TRAINING PROGRAM**

SUMMARY:

In January, 1992, a conceptual recruit training program was approved. It was based on a training station system which would produce a more competent academy graduate and probationary firefighter who would be more of an asset during the probationary term. The system included established educational principles and a more practical, job-related recruit training academy.

In July, 1993, because of employee relations concerns and budget restrictions, the program was altered. The Recruit Training Section and the Recruit Training Curriculum Development Committee were directed to reconfigure the conceptual recruit training program, eliminating the Pre-Academy Systematic Study (P.A.S.S.) Program, the Training Stations (which were integral to the original plan), and Training Quality Assurance.

RECOMMENDATIONS:

1. That a five week Fire Department Trainee Program (co-educational) be implemented (Shortened from eight weeks).
2. That the Recruit Training Academy be lengthened from twelve weeks to fifteen weeks. (Note: #1 and #2 are still cumulatively 20 weeks).

FINDINGS:

In July, 1993, because of budgetary restrictions and employee relations issues, the Recruit Training Section was directed to reconfigure the proposed recruit training program by eliminating the P.A.S.S. program, the Training Stations, and Training Quality Assurance. Additionally, two dedicated Captain I authorities were deleted from the Recruit Training Section.

COMPANY/STATION OR UNIT COMMANDER	ASSIGN.	DIVISION COMMANDER	ASS.
BATTALION OR SECTION COMMANDER	ASSIGN.	BUREAU COMMANDER	OPERATIONS
		BSS	

Training

On July 25, 1993, a working committee was formed, including myself, Captains William M. Cody and John M. Stilson, Firefighter/Paramedic Robert T. Smalley, and Firefighter Nancy J. Gleysteen. Many different training options were discussed and reviewed including an eight week Fire Department Trainee program followed by a twelve week academy.

A Fire Department Trainee program is necessary and can be presented at the Metro Training Academy. A lengthening of the Academy from twelve to fifteen weeks is also necessary because of the inclusion of an EMT-D module, a physical fitness regimen, a block of instruction on fire prevention, and increased hands-on training. Also, because the class size has been increased from a recommended twelve maximum to sixteen, instruction will take longer. The entire program should be predicated on a five week rotation.

SEQUENCE OF INCLUSION/TRAINING (Attachment A)

FIRE DEPARTMENT TRAINEE (F.D.T.) PROGRAM

(Five week salaried, temporary position)

Fire Department Trainees are emergency appointees who receive 65% of a Firefighter I salary. This is a voluntary program that, historically, has been utilized by nearly all candidates.

The five week program will orient the trainees to the rules, procedures, expectations, and operations of the Department. It will include an orientation into the one and two person ladders, basic engine operations, tools and equipment, protective gear, and some of the academics required at the academy. Additionally, the "Team" concept will be introduced, and some station visitations/ride-a-longs could be made available after a certification process.

RECRUIT TRAINING ACADEMY - FIREFIGHTER I

The fifteen week long Recruit Training Academy (Attachment "B"), will be conducted at the Valley Training Facility. Classes of sixteen recruits will enter at five week intervals. The recommended work schedule for recruits will be an eight hour (0700-1530) day, five days per week. In addition to standard academic and manipulative training, the schedule has been designed to incorporate the following:

- Remediation
- Study Group Activity
- Emphasis on Family Support

The curriculum will follow sequential learning principles, focusing on those emergency and non-emergency operations specific to the duties and responsibilities of a Probationary Firefighter. EMT-IA, and EMT-D will be part of the curriculum. Instruction in all facets will run concurrently and increase in complexity as the program advances (Attachment "C"). Constant and consistent evaluative devices will be used throughout the program.

A typical weekly schedule (Attachment C) illustrates the use of periodization in the learning process. Physically demanding training days would be staggered. This concept allows for a time of recovery, both mentally and physiologically, thus reducing the negative effects of overtraining syndrome.

A portion of the midday is set aside for remedial assistance. Those not requiring use of this supervised "study hall" can assist classmates or work on other skills.

PHYSICAL FITNESS

Lengthening the academy will allow insertion of a formal physical fitness regimen. It will focus on total body conditioning, with emphasis on specific muscle group development. (This is a continuum of the program started at the tutorial level and expanded in the Fire Department Trainee Program.) This will serve to underline the importance of a lifestyle of good health through physical conditioning.

CURRICULUM

The Recruit Training Academy Curriculum (Attachment D) will begin with a major focus on manipulative skills. It will progress to the practical application of firefighting and EMS knowledge, then advance to evaluating the recruit's ability to use learned skills and judgment during simulated emergency situations.

Recruits will be taught those skills essential to successfully functioning as probationary firefighters. The Recruit Training Academy curriculum is designed to be task-specific and directly relates to the responsibilities of a new firefighter.

STATION VISITATIONS

New employees can benefit from any opportunity to enhance their formal training. Periodic visits to approved fire stations could help fulfill that goal. Visits to fire stations will allow new personnel to more rapidly enculturate into the L.A.F.D. family by observing seasoned and probationary firefighters performing their respective duties. These valuable visitation experiences can enhance and reinforce learned concepts. Visitation privileges could eventually include ride-alongs and stay-overs after a certification process.


STAFFING

We believe that the required staffing (Attachment "E") for the Recruit Training Program can be provided within Fiscal Year 93/94 budgetary confines. However, as mentioned earlier, in July, 1993, two dedicated Captain I authorities were deleted from the Recruit Training Section staff because of budgetary considerations. These two positions are presently staffed with long term details.

The new Training Program is somewhat experimental, a possible result of this is that it may be inadequately staffed. When this fact is combined with the adoption of the new MOU for UFLAC members, with the clause providing that all members of this bargaining unit will be on a 4-10 schedule (all instructors), and the fact that the entire instruction program is built on a conventional 5-8 schedule (all recruits), the likelihood of insufficient staffing is increased. Also, because the new Training Program is designed to be run year around, non-stop, CTO vacancies become a much more significant factor than when the recruit training program is an intermittent operation. In sum, the result of all the above is that the Recruit Training Section may need additional staffing in order to function properly.

CONCLUSION:

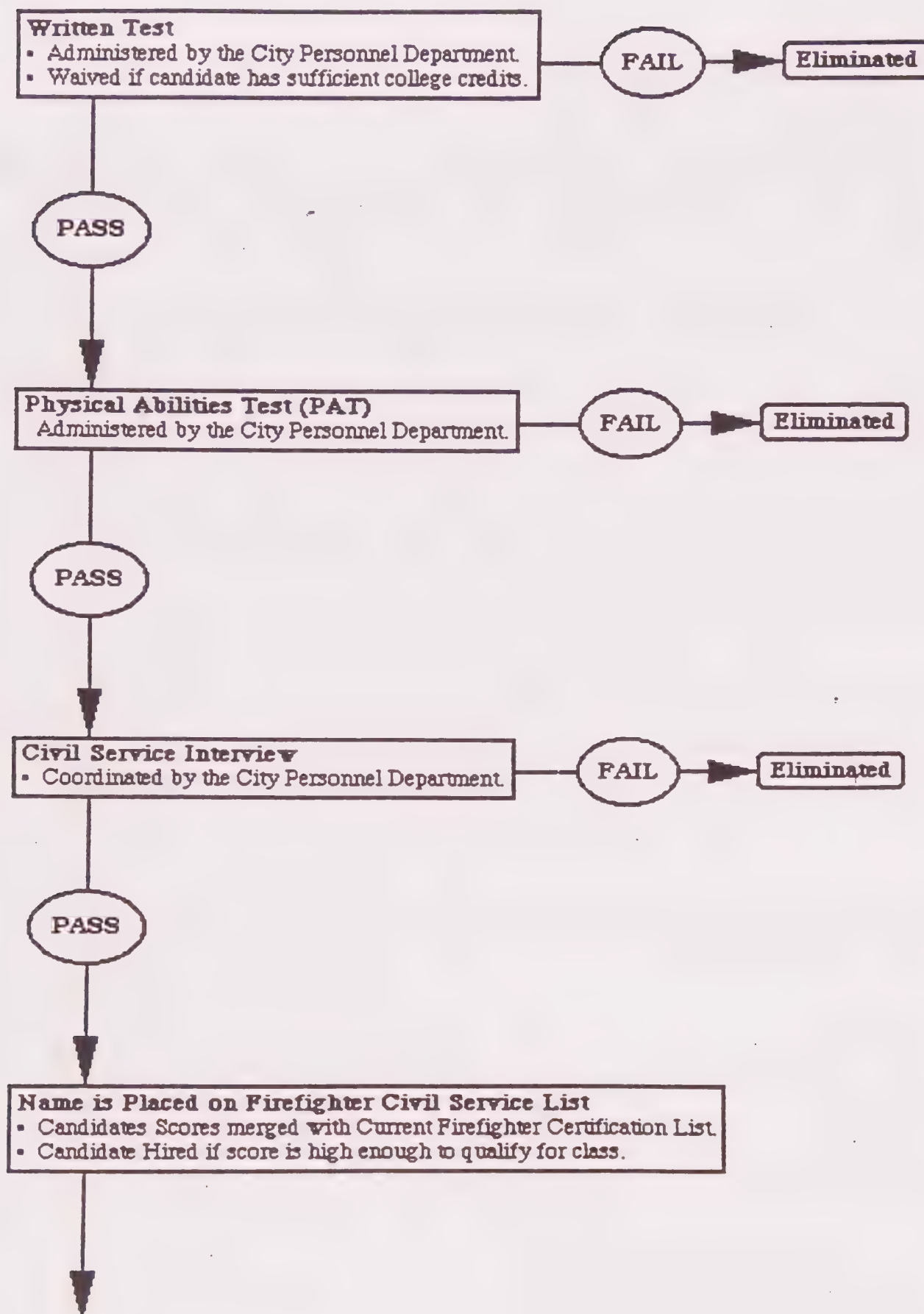
This revised Recruit Training Program is consistent with the Department's affirmative action goals and is designed to optimize candidate success. It is based on current educational principles, and incorporates a constant evaluative process. The program will address what an entry level probationary firefighter needs to know through the use of a consistent, practical, and objective teaching methodology.

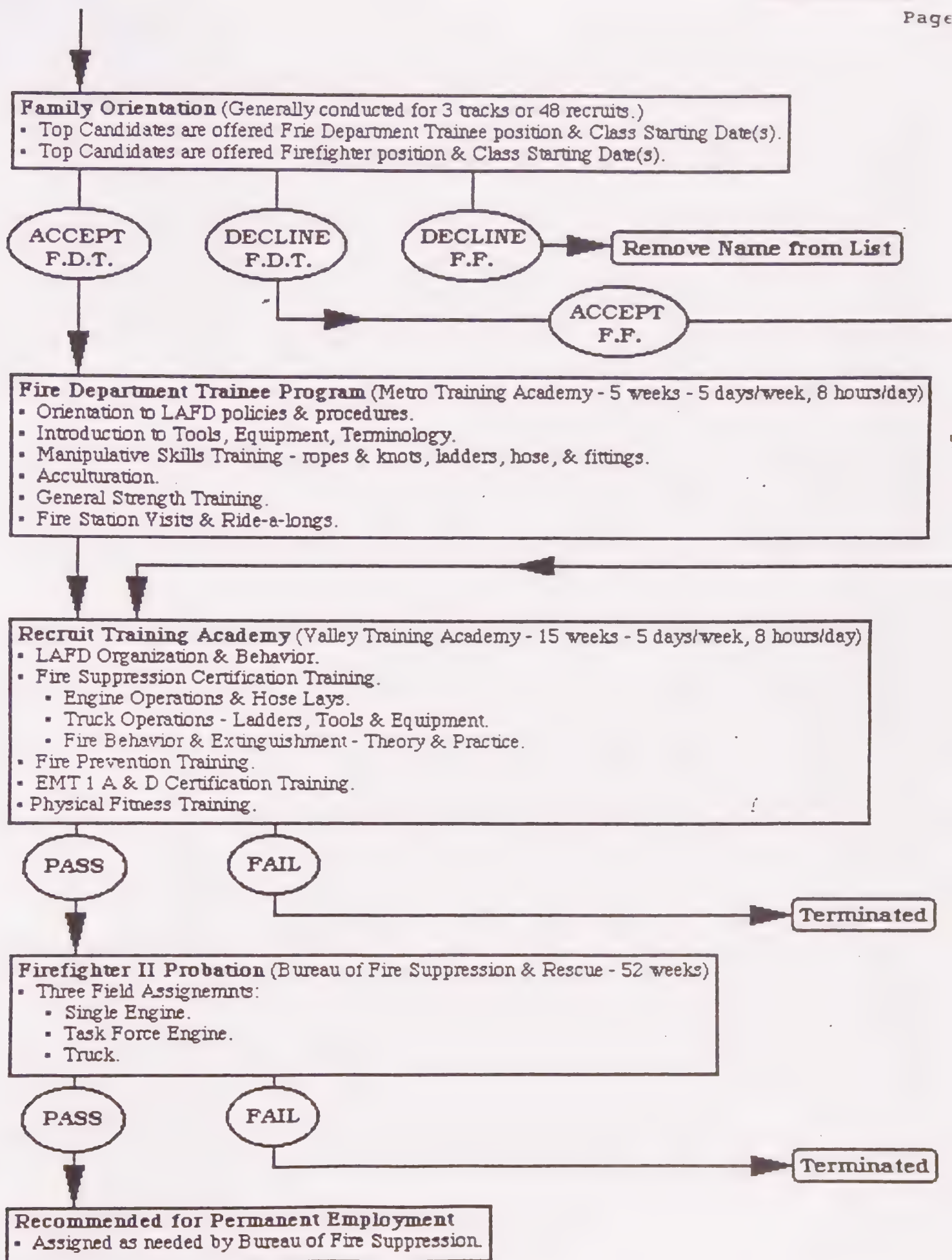


Robert T. Teachenor, Commander
Recruit Training Section

RTT:M020794a

Attachments





LOS ANGELES CITY FIRE DEPARTMENT RECRUIT TRAINING SECTION

RECRUIT TRAINING ACADEMY - COURSE OUTLINE

- | | |
|----------------|---|
| Week 1 | Orientation, Personal Protective Equipment, SCBA, Introduction to Fittings, Basic Operations, 14' Extension Ladder. |
| Week 2 | Ropes & Knots, Hand Tools, Chain Saw, Apparatus Driving & Safety, Hose Lay #1, 20' Extension & 20' Straight Ladders. |
| Week 3 | Ventilation Tools, Forcible Entry, Utilities, Hose Lays #2 & 3, 24' Straight Ladder (Flat & Beam Raises). |
| Week 4 | Building Construction, Roof Operations, Ventilation, Hose Lays #4, 5, & 6, 35' Extension Ladder (3 Member Raise). |
| Week 5 | Department Organization, Rules & Regs, MOP's, Department Library, Positive Pressure Ventilation, Building Systems, Appliances, Search & Rescue Procedures, 35' Extension Ladder (2 Member Raise). |
| Week 6 | Salvage, Overhaul, Above-Ground Hose Lays, 2 Piece Engine Operations, 12' Extension Ladder. |
| Week 7 | Physical Rescue Operations, Mid-term Exams (Written & Practical), 50' Extension Ladder. |
| Week 8 | Vehicle Rescue, Jaws, Air Lifting Bags, Life Net/Air Rescue Cushion, Special Rescue Situations, Brush Hose Lays. |
| Week 9 | Fire Behavior, Extinguishing Agents, Environmental Emergencies, Size-up, SOP's, Strategy & Tactics, ICS. |
| Week 10 | SOP's for Specific Fire Types, 800 MHz Radio Operation. |
| Week 11 | Fire & Rescue Simulations, Tools & Equipment Drills & Practice. |
| Week 12 | Fire & Rescue Simulations, Tools & Equipment Drills & Practice. |
| Week 13 | Fire & Rescue Simulations, Tools & Equipment Drills & Practice, EMT Final Exam. |
| Week 14 | HAZ MAT, Final Exams (Written & Skills), EMT Clinical, Pre-graduation Lectures & Field Trips. |
| Week 15 | Specialized Field Training, Brush Fire Operations, Hot Fire Training, EMT Ride-a-long. |

Note: Fire Prevention, EMT-1A & D, Physical Fitness, and Study Hall (Remediation) are ongoing elements throughout the entire Recruit Training Program.

THE LOS ANGELES CITY FIRE DEPARTMENT
RECRUIT TRAINING SECTION
RECRUIT TRAINING ACADEMY - COURSE OUTLINE

HOURLY BREAKDOWN BY SUBJECT

Week	General Subjects		EMT		Truck		Engine		Fire Prevent	HAZ MAT	PT	Study Hall	Examinations		Simulations	Tool Drills	Ride-a-Longs	TOTAL
	Lecture	Skills	Lecture	Skills	Lecture	Ladders	Lecture	Hose Lays					Written	Practical				
1	9	2	8		2	2	6	4			3	4						40
2	8	1	10		3	3	4	3	1		3	4						40
3	8	1	10		2	4	4	3	1		3	4						40
4	9		10		2	4	4	3	1		3	4						40
5	7.5	1	8		2	2	2.5	3	1		2	3					8	40
6	6		10		3	6	4	4	1		2	4						40
7	4	1	10		2	4	2	2	1		2	4	2	6				40
8	14	1	10			4	1	3	1		2	4						40
9	10	1	10		3	4	3	2	1		2	4						40
10	12		8			3		3	1		2	3					8	40
11			10						1		2	4			13	10		40
12			10						1		2	4			13	10		40
13			10						3		2	4			13	8		40
14										10		6	2	8			8	40
15				8											16			32
TOTAL	90.5	19	124	8	19	36	30.5	30	14	10	30	56	4	14	55	28	24	592

9/8/93	Monday	Tuesday	Wednesday	Thursday	Friday
7:00	EMT Training	EMT Training	EMT Training	EMT Training	EMT Training
7:30	EMT Training	EMT Training	EMT Training	EMT Training	EMT Training
8:00	EMT Training	EMT Training	EMT Training	EMT Training	EMT Training
8:30	EMT Training	EMT Training	EMT Training	EMT Training	EMT Training
9:00	Truck Company	Engine Company	Truck Company	Engine Company	Truck Company
9:30	Operations	Operations	Operations	Operations	Operations
10:00	Truck Company	Engine Company	Truck Company	Engine Company	Truck Company
10:30	Operations	Operations	Operations	Operations	Operations
11:00	Physical Training	Physical Training	Physical Training	Physical Training	Physical Training
11:30	Physical Training	Physical Training	Physical Training	Physical Training	Physical Training
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:30	Fire Prevention	Study Hall	Study Hall	Study Hall	Study Hall
13:00	Fire Prevention	Study Hall	Study Hall	Study Hall	Study Hall
13:30	Ladder Practice	Hose Lay Practice	Ladder Practice	Hose Lay Practice	Ladder Practice
14:00	Ladder Practice	Hose Lay Practice	Ladder Practice	Hose Lay Practice	Ladder Practice
14:30	Ladder Practice	Hose Lay Practice	Ladder Practice	Hose Lay Practice	Ladder Practice
15:00	Ladder Practice	Hose Lay Practice	Ladder Practice	Hose Lay Practice	Ladder Practice
	Housework &	Housework &	Housework &	Housework &	Housework &
15:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

LOS ANGELES CITY FIRE DEPARTMENT
RECRUIT TRAINING SECTION

RECOMMENDED STAFFING

Administration

Battalion Chief
Senior Clerk Typist

Recruit Training Officer

Captain II

Training Academy Unit

Captain II
Engineer
Clerk Typist

A Track

Captain II
Captain I
Firefighter III/Paramedic
Firefighter III

B Track

Captain II
Captain I
Firefighter III/Paramedic
Firefighter III

C Track

Captain II
Captain I
Firefighter III/Paramedic
Firefighter III

Pre-Academy Unit

Captain I
Captain I
Firefighter III
Firefighter III
Firefighter III
Firefighter III
Clerk Typist

Personal History Unit

Captain I
Firefighter III
Firefighter III
Firefighter III
Clerk Typist

LOS ANGELES CITY FIRE DEPARTMENT

RECRUIT TRAINING SECTION

PROJECTED TRAINING SCHEDULE FOR FY 93/94

Starting Date	5 Week Periods	11/29/93	1/3/94	2/7/94	3/14/94	4/18/94	5/23/94	6/27/94
	1	Trainee	Training Academy					
		2	Trainee	Training Academy				
			3	Trainee	Training Academy			
				4	Trainee	Training Academy		
					5	Trainee	Training Academy	
						6	Trainee	Training Academy
							7	Trainee Training Academy
Graduation Date				4/16/94	5/21/94	6/25/94	7/30/94	9/3/94 10/8/94 11/12/94
Potential number of graduates per class				15	15	15	16	16 16 16

Rate of Attrition	0%	10%	20%	25%
Total # Graduates for FY 93/94	109	98	87	82

RETAINED RECYCLED RECRUITS

GROUP	# RECYCLED		# RETAINED		TOTAL	TOTAL
	MALE	FEMALE	MALE	FEMALE	# RECYCLED	# RETAINED
BLACK	70	5	39	3	75	42
HISPANIC	59	2	44	0	61	44
ASIAN	7	2	5	2	9	7
WHITE	44	21	25	12	65	37
OTHER	2	1	2	1	3	3
TOTAL	182	31	115	18	213	133

TRANSFERS

General

When considering the policies, guidelines, and practices relating to transfers it is important to point out that there are several types of Fire Department transfers. They are:

1. Probationary Transfers
2. Employee's Request for Transfers
3. Administrative Transfers

Probationary Transfers

Firefighter probationary transfers consist of transfers to three different field assignments in each of the three geographic Divisions of the City. These assignments are normally three active assignments to maximize the member's experience opportunities. Of these three assignments, one assignment is on a single engine company, one assignment is on the engine of a Task Force (a two-piece engine company housed with a truck company), and one assignment is on a truck company.

Constraints on those assignments include:

1. Assignment to stations with 800 Series Ambulances
2. Assignments which require special skills.
3. Assignments with cross-training Firefighter/Paramedics already assigned.
4. Assignments where there are already one probationary Firefighter per company.
5. When possible, female Firefighters are assigned to fire stations that, by their design, can better accommodate mixed gender living. An example of this is that all new and recently constructed fire stations have separate showers and dormette style locker/sleeping facilities.

Requested Transfers

Requested transfers are those transfers that are requested by the member. The requests are divided into two groups, Primary vacancy transfers and Non-primary vacancy

transfers. Primary vacancies are those vacancies caused as a result of promotion, death, retirement, separation from service, or transfer of a Firefighter/Paramedic to fire suppression training. Non-primary vacancies are vacancies caused by Administrative or member requested transfers.

The following criteria may be considered when filling vacancies:

1. The need for special qualifications to more effectively conduct the work of the Department.
2. Personal development of the member.
3. Possibility of improving performance of the individual and increasing effectiveness over previous situations which may have fostered individual lack of cooperation or conflict with other members.
4. After giving full consideration to 1 through 3 above, the vacancy shall be filled on the basis of seniority, as follows:
 - A. In grade
 - B. In rank
 - C. On Department

Administrative Transfer

Administrative transfers are those transfers that are made for operational needs of the Department. These transfers include:

1. Transfers to equally balance staffing throughout platoon duty assignments.
2. Transfers to fill vacancies in Administrative (Non-platoon duty), assignments.
3. Transfers of members off duty on long term leaves.

Transfer to Balance Staffing

A list of available assignments in the understaffed Division is provided so members can choose among the vacancies. The station commander first asks for volunteers. If there are no volunteers, the station commander chooses the member(s) to be transferred by considering variety of factors.

They include, but are not limited to:

1. Seniority of the member in the station.
2. Experience needs of the assignment.
3. Proximity to the member's residence.

Transfers to Non-Platoon Duty Assignments (Special Duty)

These Transfers are seldom requested by platoon duty members. The reasons are two fold:

1. The work schedule is more restrictive as compared to platoon duty.
2. The availability to work overtime is greatly reduced while in a special duty assignment. Therefore there is a considerable reduction in salary due to less overtime.

A list of potential candidates is compiled by the Commander of the Unit/Section where the vacancy will exist.

The candidates are interviewed with consideration given to:

1. Qualification/expertise in the area of work.
2. Availability (no anticipated long term leaves).
3. Inter-personal skills.
4. The Affirmative Action goals for the Department.

Transfers Due to Long-Term Leaves (Injuries, Suspensions etc.)

When a member has been off-duty for 60 days, for any reason, the member's Bureau Commander is notified. Included with the notification is the projected date of the member's return. The Bureau Commander decides, based upon the projected date of return and the need to have a regularly assigned person in the assignment, whether the assignment requires the full time attention of an on-duty member.

Transfers Due to Long-Term Leaves (Injuries, Suspensions etc.)

If the decision is made that the assignment requires full time attention, the member off duty is administratively transferred to Accounting Services until their return. Accounting Services then maintains the member's timekeeping and payroll needs.

Bureau of Fire Suppression and Rescue

Transfers to special skilled assignments such as the Airport Crash Units, the fire boats, Heli-Tac, and their support companies are based on expertise and experience. This experience is often time gained by a member working in an assignment in the same battalion as the specialized company for a period of time prior to being transferred into that assignment.

During the tenure of former Mayor Tom Bradley there existed an unwritten Department policy on the transfers of black personnel in the Bureau of Fire Suppression and Rescue. This policy was instituted through discussions with, and with the knowledge of, the then Mayor Bradley and former Fire Commissioners Shell and Washington.

The policy generally stated, was that to avoid a return to segregated fire stations, it was the policy for the Department that no more than one black Firefighter be assigned to any fire company.

Upon the election of the current administration this policy was rescinded and the Mayor's office and the Fire Commission were informed.

Bureau of Fire Prevention and Public Safety

The policies and guidelines for transfers within the Bureau of Fire Prevention and Public Safety generally follows those outlined in the Manual of Operations section on, "Requested Transfers" described above.

Bureau of Support Services

Assignments for uniformed members in this Bureau are all considered Special Duty positions. As stated above, a member can submit a transfer request into one of these assignments, but this is rare.

KEY ASSIGNMENTS (FROM ATTACHMENT #10 OF FD HANDOUT)
FIRE STATIONS 3, 9, 10, 11, 14, 26, 27, 29, 33, 64, 66 AND 98

ETHNICITY	NO./%	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
BLACK	NO.	62	46	66	72	79	92	97	89	94	94	62
	%	8.28%	6.20%	8.68%	9.17%	9.43%	9.83%	10.83%	11.45%	10.57%	11.74%	10.92%
HISPANIC	NO.	177	184	172	202	216	244	235	192	235	209	155
	%	23.63%	24.80%	22.63%	25.73%	25.78%	26.07%	26.23%	24.71%	26.43%	26.09%	27.29%
ASIAN	NO.	23	29	23	25	28	26	23	26	37	33	29
	%	3.07%	3.91%	3.03%	3.18%	3.34%	2.78%	2.57%	3.35%	4.16%	4.12%	5.11%
CAUCASIAN	NO.	484	481	497	480	509	570	537	464	516	456	314
	%	64.62%	64.82%	65.39%	61.15%	60.74%	60.90%	59.93%	59.72%	58.04%	56.93%	55.28%
FILIPINO	NO.	2	1	1	5	5	3	3	5	6	7	7
	%	0.27%	0.13%	0.13%	0.64%	0.60%	0.32%	0.33%	0.64%	0.67%	0.87%	1.23%
OTHER	NO.	1	1	1	1	1	1	1	1	1	2	1
	%	0.13%	0.13%	0.13%	0.13%	0.12%	0.11%	0.11%	0.13%	0.11%	0.25%	0.18%
TOTAL	NO.	749	742	760	785	838	936	896	777	889	801	568
	%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

SEX	NO./%	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
MALE	NO.	723	712	744	758	810	901	863	743	852	764	548
	%	96.53%	95.96%	97.89%	96.56%	96.66%	96.26%	96.32%	95.62%	95.84%	95.38%	96.48%
FEMALE	NO.	26	30	16	27	28	35	33	34	37	37	20
	%	3.47%	4.04%	2.11%	3.44%	3.34%	3.74%	3.68%	4.38%	4.16%	4.62%	3.52%
TOTAL	NO.	749	742	760	785	838	936	896	777	889	801	568
	%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

NOTE: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Stations 3, 9, 10, 11, 14, 26, 27, 29, 33, 64, 66 and 98

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	61	44	63	68	76	88	94	85	89	90	60
Females	1	2	3	4	3	4	3	4	5	4	2
Hispanic Males	169	177	168	197	210	239	233	191	233	207	152
Females	8	7	4	5	6	5	2	1	2	2	3
Asian Males	23	29	23	24	26	25	22	25	36	32	27
Females	0	0	0	1	2	1	1	1	1	1	2
Caucasian Males	467	460	488	463	492	545	510	436	487	426	301
Females	17	21	9	17	17	25	27	28	29	30	13
Filipine Males	2	1	1	5	5	3	3	5	6	7	7
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	1	1	1	1	1	1	1	1	1	2	1
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 3

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	4	4	7	4	4	6	8	10	9	7	6
Females	0	0	0	0	0	0	0	0	0	0	0
Hispanic Males	14	12	15	16	18	23	26	26	27	23	16
Females	5	2	1	2	4	4	2	1	1	1	1
Asian Males	2	3	2	3	2	2	1	1	1	0	0
Females	0	0	0	0	0	0	0	0	0	0	0
Caucasian Males	38	35	40	35	49	37	41	34	35	32	21
Females	3	4	0	0	1	1	4	5	5	5	2
Filipine Males	0	0	0	0	0	0	0	0	0	3	4
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 9

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	
Black Males	10	5	4	5	2	5	7	5	5	5	3	B
Females	0	0	0	0	0	0	0	0	0	0	0	.
Hispanic Males	15	16	16	13	13	22	26	17	24	15	8	st
Females	2	3	2	2	1	0	0	0	0	0	0	
Asian Males	1	1	0	1	3	2	2	3	5	3	1	
Females	0	0	0	0	0	0	0	0	0	0	0	
Caucasian Males	41	42	49	41	45	50	48	39	45	50	37	
Females	0	2	2	2	2	2	2	0	0	1	0	
Filipino Males	1	0	1	1	0	0	0	1	2	1	0	
Females	0	0	0	0	0	0	0	0	0	0	0	
Other Males	0	0	0	0	0	0	0	0	0	0	0	
Females	0	0	0	0	0	0	0	0	0	0	0	

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 10

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	4	1	4	3	2	1	4	4	3	6	1
Females	0	0	0	0	0	0	0	0	0	0	0
Hispanic Males	13	16	10	13	18	20	21	23	25	26	17
Females	0	1	0	0	0	0	0	0	0	0	0
Asian Males	1	3	3	3	4	4	3	3	3	3	3
Females	0	0	0	0	0	0	0	0	0	0	0
Caucasian Males	30	34	37	41	32	36	37	26	31	25	21
Females	2	1	0	1	1	5	4	3	4	4	3
Filipino Males	1	1	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 11

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1
Black Males	3	2	3	3	7	7	6	3	2	7	3
Females	0	0	0	0	0	0	0	0	0	0	0
Hispanic Males	14	10	14	17	18	20	17	11	14	17	8
Females	0	1	1	1	1	0	0	0	0	0	0
Asian Males	4	5	5	4	3	5	3	2	3	2	1
Females	0	0	0	0	1	0	0	0	0	0	1
Caucasian Males	42	44	44	36	44	53	45	30	36	44	27
Females	2	0	0	0	1	0	2	4	3	2	1
Filipino Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 14

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1
Black Males	4	4	6	5	5	2	6	4	3	3	1
Females	0	0	0	0	0	0	0	0	0	0	0
Hispanic Males	10	8	7	18	15	20	24	14	16	14	13
Females	0	0	0	0	0	0	0	0	0	0	0
Asian Males	2	3	2	1	2	1	3	4	3	2	2
Females	0	0	0	0	0	0	0	0	0	0	0
Caucasian Males	31	28	39	40	34	37	36	32	40	31	21
Females	0	0	1	1	2	1	0	1	3	4	1
Filipino Males	0	0	0	1	1	1	0	0	0	1	1
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	1	1	1	1	1	1	1	0	0	1	1
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 26

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	3	3	2	4	4	9	12	8	8	6	5
Females	0	1	1	1	1	0	0	0	0	0	0
Hispanic Males	13	11	7	19	22	20	20	17	26	17	15
Females	0	0	0	0	0	0	0	0	0	0	0
Asian Males	0	1	0	2	1	0	2	2	2	6	6
Females	0	0	0	0	0	0	0	0	0	0	0
Caucasian Males	38	25	27	31	29	36	41	31	44	29	22
Females	3	2	0	1	1	1	0	0	0	0	0
Filipino Males	0	0	0	1	2	1	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 27

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	7	4	10	8	9	11	6	6	4	4	3
Females	0	0	0	0	0	0	0	0	0	0	0
Hispanic Males	25	23	26	21	20	22	21	19	23	20	19
Females	0	0	0	0	0	0	0	0	0	0	0
Asian Males	2	4	5	4	5	2	3	4	3	2	3
Females	0	0	0	0	0	0	0	0	0	0	0
Caucasian Males	66	66	70	60	65	76	75	72	64	49	31
Females	1	5	2	4	3	1	3	5	1	2	1
Filipino Males	0	0	0	0	0	0	0	1	1	1	1
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 29

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	5	5	6	3	6	9	5	5	10	8	4
Females	0	0	0	0	0	0	0	0	0	0	0
Hispanic Males	11	11	10	11	11	12	17	7	10	13	12
Females	0	0	0	0	0	0	0	0	0	0	0
Asian Males	2	1	0	1	0	1	1	1	3	2	1
Females	0	0	0	0	0	0	0	0	0	0	0
Caucasian Males	23	30	41	27	35	34	36	30	34	24	17
Females	0	0	0	0	0	0	0	0	0	0	0
Filipine Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 33

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	5	6	4	9	7	13	9	9	10	14	8
Females	0	0	0	0	1	2	2	2	2	2	2
Hispanic Males	11	14	13	16	20	18	14	18	21	19	11
Females	1	0	0	0	0	0	0	0	0	0	0
Asian Males	2	2	1	1	1	0	0	0	0	1	1
Females	0	0	0	0	0	0	0	0	0	0	0
Caucasian Males	48	50	45	47	48	59	50	46	48	45	33
Females	1	3	2	4	2	4	2	3	4	3	1
Filipine Males	0	0	0	1	0	0	2	1	1	0	0
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	1	1	1	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 64

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	5	1	3	7	7	4	8	9	13	12	8
Females	1	1	1	1	1	0	0	0	2	1	0
Hispanic Males	17	23	18	18	18	23	13	15	21	19	16
Females	0	0	0	0	0	0	0	0	0	0	0
Asian Males	2	3	3	3	4	4	2	2	7	6	5
Females	0	0	0	1	1	1	1	1	1	1	1
Caucasian Males	33	30	32	34	35	43	30	24	30	26	18
Females	1	2	0	1	2	5	3	3	4	5	3
Filipine Males	0	0	0	0	0	0	0	2	2	1	1
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 66

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	7	7	10	12	16	11	12	13	13	13	13
Females	0	0	1	2	0	2	1	1	1	0	0
Hispanic Males	16	24	21	24	19	24	19	13	15	12	8
Females	0	0	0	0	0	1	0	0	1	1	1
Asian Males	3	2	2	1	1	3	2	2	4	3	2
Females	0	0	0	0	0	0	0	0	0	0	0
Caucasian Males	33	32	26	27	23	34	28	33	35	33	24
Females	4	2	2	2	0	4	6	2	3	3	0
Filipino Males	0	0	0	0	1	1	1	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

Fire Station 98

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Black Males	4	2	4	5	7	10	11	9	9	5	5
Females	0	0	0	0	0	0	0	1	0	1	0
Hispanic Males	10	9	11	11	18	15	15	11	11	12	9
Females	0	0	0	0	0	0	0	0	0	0	1
Asian Males	2	1	0	0	0	1	0	1	2	2	2
Females	0	0	0	0	0	0	0	0	0	0	0
Caucasian Males	44	44	38	44	53	50	43	39	45	38	29
Females	0	0	0	1	2	1	1	2	2	1	1
Filipino Males	0	0	0	1	1	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0
Other Males	0	0	0	0	0	0	0	0	0	0	0
Females	0	0	0	0	0	0	0	0	0	0	0

Note: The individual counts reflect not only members assigned to that location for the entire calendar year specified but also those assigned for any portion of the year.

ATTACHMENT 13

Date: February 13, 1987
To: Board of Civil Service Commissioners
From: General Manager
Subject: FIRE CAPTAIN EXAMINATION

CIVIL SERVICE COMMISSION	
File No. _____	
<input checked="" type="checkbox"/>	Routine/Nonappearance
<input type="checkbox"/>	Nonroutine/Appearance
AGENDA	
Date:	2/20/87
Page:	_____
Item:	_____
FINAL ACTION:	
_____	RECOMMENDATION APP
_____	DISAPPROVED _____ WDRW
_____	DENIED _____ GRANTED
_____	MATTER OF RECORD
_____	OTHER _____

Recommendation:

- 1) Give 10 days' Notice of Intention to consider cancellation of the essay portion of the promotional examination for Fire Captain, held January 10, 1987, and to readminister a new essay portion of the written test to all candidates; and
- 2) In accordance with Policy 4.4, give clear written indication to the Board of Fire Commissioners of the degree of disfavor with which the Board of Civil Service Commissioners looks on the type of coaching school known as "Weck Tech".

Background: On January 10, 1987, the written test for Fire Captain was administered at Hollywood High School. On that day, two individuals left the test site without completing the examination, and brought their concerns regarding perceived examination improprieties to the immediate attention of Fire Department management, and to the Personnel Department on the following Monday. Also on January 10, three other individuals, who had completed the examination, brought separate though similar concerns to the attention of their supervisors in the Fire Department. This information was transmitted through channels to the Fire Department management immediately, and to the Personnel Department on Monday, January 12.

In a meeting of the management staffs of both Departments on Monday, the decision was made to conduct a joint investigation into the allegations made. Although whatever information was developed would be applied through the separate administrative processes of each Department, it was felt that a joint investigative approach would avoid duplication of effort and would save staff time.

The joint investigation began to gather information on Tuesday, January 13 and concluded with a final report (see confidential attachment A) on February 3. During the interim, 22 formal interviews, and 18 more informal discussions were held with individuals in the Fire and Personnel Departments. In addition to the joint investigation report, the Fire Department has issued a confidential report on the disposition of administrative actions within the purview of that Department (see confidential attachment B).

Chronology: The investigation expended substantial effort to determine the context and chronology of certain events leading up to the written test. A

all allegations centered on the relationship between a formal coaching school known as "Weck Tech", and the examination itself, the joint investigation attempted to chronicle the sequence of events in those two areas as much as possible.

March, 21 1986	Weekly classroom sessions of "Weck Tech" begin in preparation for the Fire Captain examination anticipated in early 1987.
August, 1986	Examination assigned to Exam Analyst, and Special Examining Assistants designated.
November - December, 1986	Essay type questions prepared by Special Examining Assistants.
December 24, 1986	Examination completed and submitted for supervisory review.
December 26, - January 8, 1987	"Weck Tech" two week crash course at Mandalay Bay in Oxnard. The first four days included essay question preparation, as did the final day. Other study sessions concentrated on topics expected to be covered in multiple choice format.
January 8-9, 1987	Phone calls made by Captain Weck to certain of his students with information on several specific topics to study.
January 10, 1987	Fire Captain written test.

Discussion: Before beginning any analysis of the allegations themselves some additional familiarization with the context of the discussion, the individuals involved, and with the test questions asked is necessary.

WECK TECH

Captain Russell Weck has been conducting a private coaching school in preparation for the Fire Captain and other Departmental promotional examinations since 1978. He has a Fire Department approved outside work permit, and he charges a fee for entry into the training. When asked what criteria he uses in evaluating applicants for his school, Captain Weck indicated that he has to "like them" in order to accept them. He also interviews them and talks to Chiefs who know the applicant. He stated that he looks for "readiness" and "maturity", and he attempts to determine who he believes would be a "fine officer for the Department". He stated that he also evaluates their potential to get a good oral interview score by looking at their time on the job and their educational level.

This examination's Weck Tech included 61 students, from among the 49 applicants for Fire Captain. All five of those who have made formal allegations of impropriety are members of Weck Tech.

WRITTEN TEST QUESTIONS

Four of the nine essay type questions selected for use in the examination (see confidential attachment C) were brought into question by one or more of the concerned candidates.

Hazardous Materials: The examination requested candidates to list their considerations and actions as if they were the commander of the first unit to respond to a hazardous materials incident in a residential neighborhood.

Water Salvage: The examination requested candidates to describe the considerations and actions of an incident commander at a ten story high rise building where water is flowing from the fourth floor and there is a bank located on the first floor.

Common Attic Fire: The examination requested candidates to describe the strategy and tactics involved in fighting a fire in a one story commercial building with several occupancies sharing a common attic. Specific occupancies (shoe store, lawyer's office, and camera shop) were detailed in the test question.

Timekeeping Form 351A: Candidates were required to fill in a blank Form 351A commonly used to record various timekeeping functions in the Fire Department.

The test also included five other essay type questions, a question about the proper use of the Jacob's Engine Brake, a safety question on use of the rotary saw, a radio watch procedural question, a procedural question on setting up an incident command base, and a question about a tardy employee.

In addition to the essay portion, there were 75 multiple choice questions included in the test. None of the allegations of receipt of advance information of test content center on any of the multiple choice questions even though several of those interviewed stated that there were items in the test which were specifically covered during the study program headed by Captain Weck.

SPECIAL EXAMINING ASSISTANTS

This examination was prepared by Personnel Department staff working in cooperation with three Battalion Chiefs from the Fire Department. All three indicate that at one time or another, each had access to virtually all questions which were used on the examination. While they each expressed varying degrees of participation, they all had some test questions in their possession at various times. It is apparent that they took all reasonable precautions to protect this information by keeping personal possession of the materials, and by keeping their briefcases locked when they held examination materials.

The identities of Special Examining Assistants are made a matter of public record. It was well known by Captain Weck and others who was participating in this capacity for this examination. Each of the Battalion Chiefs indicated that he was not approached by Captain Weck or anyone else seeking confidential information.

THE ALLEGATIONS

Two individuals presented essentially the same information as evidence of their concerns. Although they were members of Weck Tech, and actively participated in the weekly seminar sessions and were present at the pre-test retreat, they did not attend the formal training sessions held at Mandala Bay. They had discussed with Captain Weck that they had evaluated their own study needs, and had developed their own plan of study. They did not feel that the information being reviewed by Captain Weck at that time was consistent with their own analysis of their study deficiencies. As has been established as consistent with Captain Weck's past behavior and his stated intent to keep all of his students up to date on the activities of the group, he called these two individuals on the day before the test. They are both firm in their recollections of the tone and directness of Captain Weck's statements (see confidential attachment D). They describe him as being excited and speaking very rapidly. They also emphasized that he spoke with uncharacteristic directness, stating that the topics he discussed "are going to be" or "will be" on the test. Further, they recall Captain Weck's statement that his "prayers had been answered", when they asked him where he obtained this information.

The topics covered during Captain Weck's phone call included several issues or subject areas which were not included in the examination in essay question format. He discussed a brush fire, a multi-casualty incident involving a RTD bus, a drug related personnel problem, and others. The conversation also included the hazardous materials incident, the high rise water salvage incident, the single story commercial fire with a common attic, and the timekeeping question on the use of the 351A. The degree of detail that they recall, and the "eleventh hour" nature of the call they received, when coupled with the direct phrasing they recall in Captain Weck's manner of speech, all combined to create a climate of concern. Their concerns about potential impropriety led them to immediately call back to Captain Weck to ask where he had gotten this information, as it seemed too specific to them. They were assured that the ideas discussed represented his best guess of what might be on the test, and had resulted from a "brainstorming" session during the retreat.

While initially satisfied with this explanation, the high level of concern with regard to the potential for impropriety was reinstated when they saw the actual test and noted the very high degree of correlation between four of the questions they saw and the conversation with Captain Weck that they recalled from the day before. They left the test site without completing the test, both feeling strongly that the information they had been given constituted an unfair advantage in the examination. They continue to believe that there is too high a degree of similarity between Captain Weck's statements and the test itself to be explained by coincidence.

Three other individuals, not connected in any way to the two references above, have made similar allegations of impropriety (see confidential attachment E). The substance of their concerns is also information presented in a phone conversation with Captain Weck or in person by Captain Weck on the last day of his retreat. While they recall substantially similar discussions, the key points raised by these individuals center on the single story commercial fire problem, where one individual recalls being given exactly the same adjoining occupancies as were used in the test question, and

on the water salvage problem. In the first instance, the individual is very certain of this part of the conversation as he remembers disagreeing with Captain Weck on the proper approach to the competing salvage issues created by a lawyer's office and a camera shop. This same individual also questioned where Captain Weck had gotten such specific information, and recalls being told that he, Captain Weck, could not discuss that over the phone.

In the water salvage problem, one individual recalls an earlier discussion of water salvage issues, but believes that, on the last afternoon of the retreat, Captain Weck changed the more general discussion to consideration of a high rise (as stated in the test question), specified a ten story building (as stated in the test question), and specifically corrected one individual's suggestion that they consider a water problem on the sixth floor by saying "No, make it the fourth" (as stated in the test question). Once again, the degree of specificity given, and the context of the conversation, caused these individuals to consider the possibility of something more than coincidence when they saw the actual test questions. As with others interviewed, these individuals also recall substantially the same list of topics, both those that ultimately appeared on the test and those that did not, including discussion of a brush fire problem and a multi-casualty incident.

After taking the test, these individuals each found a similar level of concern with regard to the potential for them to have been exposed to actual examination information before the test. They brought their concerns to the attention of their supervisors.

All of those who have made formal allegations, as well as several others who have expressed surprise or mild concern at the degree of correlation between the final exam information given by Captain Weck and the test itself appear to be sincere in their beliefs. The degree of concern, from mild surprise to the extreme level exhibited by those who left the test site without completing the examination, appears to be directly related to the time, context, and manner of Captain Weck's presentation.

50%/50%

Some concerns have been raised with regard to the relative weighting of the two portions of the written test. Allegations have been made that Captain Weck provided advance information that the examination would be weighted 50% multiple choice, and 50% essay. This was, in fact, the distribution used in the actual test. Some recall being told by Captain Weck that this would be the distribution. One individual wrote notes of his phone conversation with Captain Weck indicating a 75%/75% distribution. This individual may have confused percentage value with point value. There were, indeed, 75 points available in the essay portion and 75 points available in the multiple choice portion of the test.

CAPTAIN WECK

Captain Weck has stated that he received no advance information regarding actual test content. He indicated that the problems and ideas presented to his students come from his experience and the lengthy preparation he does before each examination (see confidential attachment F). Captain Weck has stated that he does not recall giving out the information that the examination would be weighted 50%/50%. He stated that he recalls saying 60%/40% or 70%/30%, but not 50%/50%. His assistant in the coaching school,

however, does remember Captain Weck's statement regarding a 50%/50% examination. Captain Weck's lack of specific memory of certain statements is consistent with his general inability to reconstruct his past conversations and course content with accuracy. This, however, does not appear to be an attempt to withhold or "edit" information, but rather, seems a predictable result of his "shotgun" approach to his work. It is important to note that Captain Weck's entire focus in this program is to build the best possible base of knowledge in his students. His intensity and fervor for this activity appear completely genuine, as does his desire for his students to excel.

Captain Weck did make several phone calls on the day before the examination. He stated that his desire was to inform those who missed that last day of the important information that had been discussed. Captain Weck had given his students a review test on Wednesday night, which turned out to be very difficult and demoralizing. During what he describes as a "brainstorming" session, those test results were analyzed, as was the retreat course content to determine overall deficiencies in the students as a group. His agenda for discussion on the final day of the retreat, and for the phone calls to those not in attendance, came from that session and included all those topics which Captain Weck felt had not been emphasized enough in the training.

In terms of the four essay type questions directly challenged, Captain Weck recalls discussing hazardous materials problems in terms of a Captain being the first responder, as this is the only job a Captain is likely to encounter. He does not recall giving any specific example involving a residential neighborhood, but he recalls discussing a tanker truck off-loading at a gas station at some point during his training. Others have also indicated that they recall general discussion of a tanker truck incident.

With regard to the water salvage problem, Captain Weck recalls utilizing an example of a four story hotel with water on the third floor. He recalls discussing this type of problem in an open "give and take" format with others making suggestions on how to approach the problem, and how the answer might change if the same situation were in a different type of building or if the problem were located on another floor. When asked if he had used an example of a high rise building with a bank on the first floor, he indicated that he may have, he did not remember exactly, and he added that most high rise buildings have banks on the first floor.

Captain Weck also discussed the problems encountered in fighting a fire in a one story commercial structure. He used a drawing for the overhead projector and had a moveable "fire". His drawing, and the drawing used in the examination have certain similarities, but are not the same. That type of construction is typical in this area, and is the source of much fire activity. He does not recall naming particular occupancies, although he admits he may have.

With regard to the timekeeping question, Captain Weck indicated that he has been emphasizing timekeeping for several years. During his regular student program he covered several different Departmental timekeeping forms. He brought forward the 351 and 351A forms immediately prior to the test because

his students had done particularly poorly on this section of the test given on Wednesday evening, which had so demoralized the group.

Throughout the interview, Captain Weck emphasized that he may indeed have said almost anything about any type of fire problem likely to be encountered by a Fire Captain. He steadfastly denied, however, making any of the statements attributed to him about not being able to discuss the source of his information over the phone, or about his prayers having been answered.

Analysis: THE QUESTIONS: With regard to the four written test questions on which these allegations center, the hazardous materials question appears to be the easiest to discuss. Only one individual recalls a residential neighborhood scenario, while several remember more general discussion of the role of a Fire Captain at a hazardous materials incident. Subject matter experts have indicated that the fact that the question placed the incident in a residential neighborhood is actually incidental to a discussion of the proper approach. In reality, an infinite number of variations could be posed without having an impact on how a candidate would approach the problem. It is further very reasonable, given the timeliness of the topic, for anyone to have anticipated a test question in this area.

Many individuals recall the evolution of the water salvage problem during the final hours of the retreat at Mandalay Bay. Several candidates have confirmed that the discussion began with consideration of a four story building with water flowing from the third floor. By the afternoon, the problem had transitioned to a high rise, which some recall as identified as a ten story building while others do not recall a specific number of floors given by Captain Weck. Some recall the discussion to include a doctor's office on the first floor, while others remember being presented with a problem having a bank on the first floor. Some recall that the problem they were given included the information that there was a broken standpipe (information not given in the test question).

The most troubling exchange on this topic occurred between Captain Weck and several of his students at Mandalay Bay. One individual has stated that he was asked by Captain Weck to "pick a floor" during the general give and take discussion of the water problem. When that individual picked the sixth floor, he was corrected by Captain Weck's saying "No, make it the fourth". This exchange was confirmed by others present at the time. The reason for the change from the sixth floor to the fourth floor (the floor used in the test question) is unexplained.

Information developed through discussion with individuals who were exposed to this problem through attendance at the retreat or through phone conversations shows that different things were said at different times. This information does not lend any credence to the idea that Captain Weck was in any way a willing participant in an organized attempt to improve the performance of his students by passing confidential exam information to them.

The one story commercial building fire problem as presented by Captain Weck and as given to candidates in the examination is typical of the common type of fire problems encountered all over the City. The current controversy centers on the degree of detail expressed by Captain Weck to various individuals at various times. He apparently utilized an overhead projection of a row of

commercial buildings during his training sessions. Several individuals who received phone calls just prior to the test recall a discussion of such fire. Some recall general discussion of the value of adjoining occupancies; some do not recall discussion of adjoining occupancies at all. One individual, as noted above, recalls with a high degree of clarity, that there was specific discussion of exactly those adjoining occupancies as described in the test -- the lawyer's office and the camera store. That individual's notes, however, taken at the time of the phone call, are silent on the issue. Although there is reference to a commercial fire problem, there was no notation of type of occupancy made at the time of the phone call. In the evaluation of this problem, as with the water salvage problem, Captain Weck has made differing statements to different individuals over the last two days prior to the test. Once again, the demonstrated lack of consistency in either the examples used or in the overall approach to training, is the best evidence to rebut an allegation that Captain Weck was in any way involved in an organized attempt to pass along confidential information.

The issue of use of the 351A Departmental timekeeping form as a "fill in" question is less troubling than either of the above two issues. Captain Weck covered several Departmental timekeeping forms during his regular training sessions. It has also been established that he identified a weakness in the area of completion of the 351 and 351A forms during his evaluation of the performance of his students in that last Wednesday night's test at the retreat. Further, he conducted training on the last day of the retreat which was drawn directly from the Department Manual of Operations section on how to complete the forms. Further, to actually have candidates fill in a form rather than to test in any other format, is most reasonable and logical. Any individual as "test wise" as Captain Weck could be reasonably expected to anticipate both the type of question (timekeeping) and the method of testing (fill in).

In addition to attempting to determine the events immediately prior to the examination, the investigation revealed certain additional information about the tone and style of Captain Weck. Several individuals reported that at various points in the training program, Captain Weck introduced certain topics which he felt strongly would or should be on the test, by saying that they would be 'question number xx' on the examination. These statements are attributed to him early in his training, long before the examination had even been written. He apparently used this as a tool to really emphasize certain topics. It is, therefore, not out of character for him to have expressed these critical last day topics with the degree of directness and certainty recalled by some. It has also been reported by many that Captain Weck appeared to show a high degree of stress, accompanied by illness, during the final frantic days before the test. The investigation also included a review of a video tape of one of the early sessions of the retreat. That review revealed the meandering, non-directed style of Captain Weck, and served to lend credibility to his repeated statements that he did not recall making certain statements attributed to him but that he might have said anything. In the video tape, he wandered from topic to topic without outline or plan and at one point even questioned how he had gotten off on the topic he was on.

In summary, all that remains are the individual recollections of candidates without any independent evidence of any advance examination information.

having been circulated. For many aspects of their stated concerns, they appear to be reasonable alternative explanations. Yet there remain certain nagging questions with regard to the degree of specificity of some of the information given during the final hours before the test.

WECK TECH: Notwithstanding the fact that it is officially condoned by the Fire Department, Weck Tech falls well within the scope of Personnel Department Policy 4.4 which states:

"The Board of Civil Service Commissioners looks with disfavor upon coaching schools run by City employees for a fee or other form of remuneration, or in which said employees have a financial interest."

Elsewhere in Policy 4 (see attached), the Board discusses other areas where it looks with "disfavor", including "organized coaching by departments for the purpose of assisting a portion of the candidate group to pass a specific examination", and any coaching or training activities which would give the "appearance" of an unfair advantage in an examination.

Clearly, the Fire Department allows Captain Weck access to Department materials, resources and information which would not be available to anyone other than a member of the Department. The Department further assists Captain Weck in his personal evaluation process utilized prior to admitting anyone to his class, with input from supervisory staff on the "readiness" and "promotability" of applicants. The degree of selectivity exercised by Captain Weck removes Weck Tech from consideration as the kind of training program generally looked on with favor by the Board, and which is open to as many employees as practical. Further, there is a fee charged of those participants selected (approximately \$2300 per person plus expenses).

Staff believes that this current situation, where the integrity of the entire Fire Captain examination process is challenged, is exactly the type of problem that the framers of this Policy section were attempting to avoid. Staff of the Personnel Department has expressed its concerns regarding Weck Tech directly to the management staff of the Fire Department on several occasions since Weck Tech began in the late 1970's. Those concerns centered on the potential that just this type of situation would arise, giving at the very least, the appearance of impropriety.

While the Board of Civil Service Commissioners has no direct jurisdiction over the conduct of an employee of another City department, and thus is limited, in Policy form, to expressing its "disfavor", staff has included a recommendation in this report that the Board transmit its concerns to the Board of Fire Commissioners, along with a copy of Policy 4, for their consideration.

While the individuals who have felt strongly enough to bring forward these allegations are undoubtedly sincere in their beliefs, there is no independent corroboration or evidence beyond their recollections. The statements as they are recalled are so specific and direct in some cases that they appear to completely legitimize and explain the conclusions drawn. However, their evaluation in light of the lack of consistency of action on Captain Weck's part severely diminishes the potential to attribute this to any direct

attempt by him to utilize confidential information to better prepare those enrolled in Weck Tech.

Conclusions: From time to time, candidates in examinations speculate about the possibility of an impropriety of this type. Most often these speculations are treated as unsupported claims, as they occur in an isolated setting, without substance or evidence. While there is no evidence of wrongdoing on the part of any individual interviewed, and while there is "relative certainty" in the opinion of those who conducted the investigation that no confidential examination information actually circulated prior to the administration of the test, the fact remains that staff cannot prove that nothing happened, and the incidents as described rise above the level of pure speculation. Notwithstanding the fact that many issues described by Captain Weck in his final round of phone calls did not appear on the examination, there is a high degree of "coincidence" involved in this case, no matter what viewpoint or explanation is accepted as most credible.

The lack of absolute certainty that there was no breach of the integrity of the examination process as a whole, and the resultant potential for loss of candidate confidence, has led staff to recommend cancellation of the essay portion of the test, notwithstanding the fact that no evidence of wrongdoing has been found. While almost all Departmental administrative actions take place within the context of a substantive factual base, the issue of examination integrity has always been looked upon as above reproach, and therefore, has been held to an even higher standard. While we recognize the hardship on candidates, we feel that the readministration of the essay portion of the test is a necessary price to pay to restore that highest level of confidence in the integrity of the examination process which has, in fact, been lost.

Staff therefore recommends that the Board cancel the essay portion of the Fire Captain examination given January 10, 1987, and readminister a new essay examination to all candidates. Staff further recommends that the Board express its disfavor of coaching schools in general, and Weck Tech in particular, in a direct communication to the Board of Fire Commissioners.

Submitted by: Carol L. Williams

Approved by: Walter Brown

4. Training for Examinations:

- 4.1 The Board of Civil Service Commissioners encourages departments to offer employees training in areas that would enhance performance in current assignments, performance in future assignments in their current class, and that would enhance their upward mobility in general. Organized departmental training efforts to accomplish any or all of these objectives should be on-going.

However, the Board recognizes its obligation under City Charter Section 118 to prohibit any coaching which utilizes "Special or secret information" or which will result in "either improving or injuring the prospects or chances of any person...".

Generally, the Board views favorably those training programs which are open to as many employees as practical and are without reference to anticipated examination dates. The Board also views efforts by supervisors to counsel, give mock oral interviews, and suggest study material for all employees they supervise as proper and consistent with their responsibilities under the City's Affirmative Action program.

Such efforts by supervisors should be on-going but may also be in connection with a specific examination.

However, the Board of Civil Service Commissioners looks with disfavor upon organized coaching by departments for the purpose of assisting a portion of the candidate group to pass a specific examination. Such coaching or training is looked upon with disfavor inasmuch as it may give a selected group of potential candidates an unfair advantage in the examination or possibly give such appearance.

The basic difference between what would be proper department training and improper department coaching is that the former is offered either as an on-going effort without reference to a specific examination or in the case of a specific examination, as training which is available to all candidates, while the latter is offered to help a select group perform better in a specific examination.

The Board recognizes the difficulty in making specific examination training available to all interested candidates. However, in the interest of fairness, departments conducting such training shall make the training available, including, as needed, making tape recordings of training and copies of handouts available to all interested candidates.

4.2 Any test preparation material such as sample questions, tape recordings, video tapes, or test booklets prepared by the Personnel Department, or used with its approval, shall meet the following standards:

- a. It must be available without charge to anyone who wishes it.
- b. It must use no confidential material.
- c. Such material must not purport to include or predict specific test content. It may, however, be designed to help familiarize potential applicants with selection procedures, methods, techniques, or instruments.
- d. The identity of the individual or department which prepared the material must be clearly indicated and the material must include an introductory statement of the purpose such as to familiarize candidates with the selection process.

4.3 The Board of Civil Service Commissioners regards any effort or plan to memorize and then reproduce examination content or other confidential material as being not only in violation of the Charter and the spirit of the merit system, but also an endeavor likely to bring discredit on its participants. In particular, information and material obtained as a result of participating in Personnel Department Validation Studies are highly confidential and are improper for use in training programs.

Individuals, employee groups or organizations are expected to refrain from efforts which are in conflict with the merit system and which may be unlawful. They are also expected to work actively against such schemes, and to scrupulously avoid the use of confidential material however obtained.

4.4 The Board of Civil Service Commissioners looks with disfavor upon coaching schools run by City employees for a fee or other form of remuneration, or in which said employees have a financial interest.

4.5, Where the Board of Civil Service Commissioners finds improper coaching or other attempts to violate the spirit of the merit system, the Board will take whatever action is appropriate and within its jurisdiction considering the specific circumstances of each case and recommendations by Personnel Department staff.
(Amended 12-5-79)

**Rule of Three Whole Scores
Certification Procedure - UFLAC**

Candidates who successfully complete the examinations and pass the background investigations are certified in score order to the Fire Department. The Fire Department, pursuant to the provisions of the applicable Memorandum of Understanding, does not appoint from the full range of scores available to it. Instead, the agreement provides as follows:

Procedures applying to appointments during the first twenty months of the eligible list

During the first twenty months of the existence of a promotional eligible list, the Fire Department will make appointments in whole score order. That is, all members within a given whole score shall be placed in rank order by the Fire Department management the first time that a whole score shall be certified by the Civil Service Commission. Once completed, all members within that whole score shall maintain the same relative ranking until such time as all members within a whole score shall have been promoted, or bypassed as discussed below.

Once the Fire Department has given each member within a whole score a relative ranking, then promotions within a whole score shall be done, in order, on the basis of this relative ranking.

As vacancies arise during the first twenty months of the list, the eligible list will be certified

according to the Charter. Appointments will be made in order of the ranking on the eligible list as modified by the Fire Department's within whole score ranking. All persons within a whole score will appointed, unless bypassed, before anyone in the next lower score is appointed.

Persons may be bypassed if they are found to be unsatisfactory or are off duty and unavailable for promotion (long-term NIOD and IOD leave, maternity leave, or leave no-pay status). Persons who are found to be unsatisfactory and bypassed will not be appointed during the first twenty months of the existence of the eligible list. Persons who were bypassed because they were off duty and unavailable for promotion shall become eligible for promotion upon their return to duty.

During the final four-month period, unsatisfactory candidates shall have the right to be reinterviewed and reconsidered in accordance with the "four-month" procedure.

Procedures applying to appointments during the final four months of the eligible list

During the last four months of the existence of the promotional eligible list, as vacancies arise, the Chief Engineer shall certify the eligible list in order to obtain at least five more names than the number of vacancies to be filled. The Chief Engineer has the number of vacancies to be filled. The Chief Engineer has the option to request and consider

persons in the greatest number of whole scores legally certifiable.

Appointments will be made from the persons certified and available for appointment. Appointments will be made from the eligible certified in the order of their ranking in the Fire Department's evaluation process. The list created by the Fire Department's evaluation process shall be used for additional vacancies until an additional whole score(s) may be certified. When a new whole score(s) is certified, the additional candidates shall be evaluated and merged onto the list according to their evaluation.

Candidates may be bypassed if they are off duty and unavailable for promotion (long-term NIOD and IOD leave, maternity leave, or leave no-pay status). Such candidates shall become eligible for promotion upon their return to duty and shall be added to the list as soon as possible.

FIRE CAPTAIN LISTS

ATTACHMENT 15

ESTABLISHED: 04/12/85

RANK	APPT	1	2	ETHNIC	3	4	5	7
1	01-28-85					1		
	04-28-85					1		
2	04-28-85					1		
3	04-28-85					2		
	07-07-85					1		
4	04-28-85			1				
5	04-28-85					1		
	07-06-85					1		
	07-07-85					1		
	08-18-85					1		
6	04-28-85					1		
	05-12-85					2		
	07-07-85					1		
	07-06-86					1		
7	07-07-85					8		
	08-18-85					1		
	10-13-85					1		
8	07-21-85					1		
	08-04-85		1			1		
	08-18-85					1		
	10-13-85					2		
	12-22-85					1		
9	10-13-85					2		
	12-22-85		1			3		
	02-02-86		1					
	02-16-86					2		
	03-16-86					2		
	07-06-86		2			1		
10	03-16-86					1		
	04-13-86	1						
	04-27-86		1					
	05-06-86			1				
	07-06-86	1				7		
	01-18-87					1		
	04-12-87					1		
11	07-06-86			1		5		
	07-20-86		2			3		
	10-26-86		1			1		
	07-06-86		2			1		
12	08-17-86			1		1		
	10-26-86					2		
	12-21-86					1		
	N/A					1		
	10-26-86		1			4		
13	11-09-86	1				1		
	12-21-86					1		
	12-21-86		1			4		
14	01-04-87					2		
	N/A					4		

ESTABLISHED: 12/23/87

RANK	APPT	1	2	ETHNIC	3	4	5	7
1	01-17-88		1					
2	01-17-88	1				3		
3	01-17-88					2		
	04-10-88					1		
4	01-17-88	1						
5	01-17-88	1	1			5		
6	01-17-88	1				4		
	02-28-88		1					
7	01-17-88	1	1			3		
	01-31-88	1						
	03-13-88		1					
	04-17-88					1		
8	01-17-88					1		
	02-28-88					1		
	03-13-88		1					
	04-10-88					1		
	01-29-89					1		
9	01-17-88	1		1				
	05-08-88					3		
	07-03-88					1		
10	03-03-88		1					
	05-08-88		1					
	06-05-88	1	1			1		
	07-03-88					2		
	07-13-88		1					
	07-17-88					1		
	07-31-88	1				1		
	08-14-88					1		
	08-28-88	1						
	10-23-88		1					
	01-29-89	2						
11	07-31-88	1	1			1		
	08-14-88		1			1		
	08-28-88					1		
	10-23-88	1	1					
	01-29-89					1		
	02-12-89		1					
	03-26-89					1		
	08-27-89					2		
12	01-29-89	2	1			1		
	02-12-89					2		
	03-26-89					1		
	05-07-89			1		2		
	08-17-89					1		
	08-27-89					2		
	N/A					1		
13	08-27-89	3	1			2		1
	10-22-89	1						
	RESIGN		1					
	N/A					1		
14	10-22-89	1				2		
	11-22-89					1		
	N/A		1			3		

ESTABLISHED: 03/09/90

RANK	APPT			ETHNIC			
		1	2	3	4	5	7
1	04-22-90				2		
2	04-22-90		2		1		
3	04-22-90				6		
	05-06-90		1				
	05-20-90		1		1		
4	06-17-90				1F		
	06-17-90	1	1		4		
	06-20-90				1		
	06-24-90				2		
	06-28-90				1		
	06-29-90		1		1		
5	06-29-90				1		
	06-30-90				1		
	08-12-90		2		1		
	08-26-90					1	
	09-23-90		1		1		
	12-02-90				2		
	06-02-91		1				
6	06-16-91			1	1		
	03-03-92	1		1	1		
	N/A	1		1			
7	03-03-92	2	1	1	6		
	N/A	2	2		1		

ESTABLISHED: 05/21/92

RANK	APPT	ETHNIC					
		1	2	3	4	5	7
1	06-14-92		1		1		
2	06-14-92		1		1		
3	06-14-92				1		
	06-28-92		1				
4	06-28-94		2		2		
5	06-28-92				3		
	06-29-92				1		
	06-30-92				1		
	N/A				1		
	APPT PL				1		
6	07-02-92				1		
	07-26-92		3		2		
	08-09-92				2		
	08-24-92				1		
7	10-24-92		1				
	11-01-92				1		
	01-24-93				1		
	03-07-93				1		
	04-04-93				1		
8	04-04-93				1		
	05-02-93	1	1		2		
	05-16-93		1		2		
	05-30-93		3				
	06-13-93				1		
	06-27-93		1				
	07-25-93			1			
9	06-27-93	1	2		2		
10	06-28-93	2	1		2		
	06-29-93				1		
	07-25-93				1		
	10-17-93		1				
	11-21-93	1			3		
11	11-21-93	1	3		2		
	12-12-93				1		
	01-23-94		1				
	N/A				1		
	APPT PL			1			
12	02-20-94		2				
	03-06-94	1					
	04-03-94				1		
	05-15-94		1				
	N/A	1	2	1	4		

SPECIAL DUTY "KEY" ASSIGNMENTS

JANUARY 1, 1984 - MAY 1, 1994

ASSISTANT CHIEFS

Chief of Staff - 2 M-4
OCD - 4 M-4
Training - 1 M-4, 1 M-1
Supply & Maint. - 3 M-4
BFS&R Asst.
Bureau Comm. - 4 M-4, 1 M-2

BATTALION CHIEFS

Employ. Relat.
Officer - 4 M-4
Community Relat.
Officer - 2 M-4, 1 M-2
Planning - 3 M-4
Qual. Assurance - 2 M-4
Operation's Exec.
Officer - 5 M-4, 1 M-2
In-Service Trng. - 3 M-4
Recruit Train. - 4 M-4, 2 M-1
Supp. & Maint. - 5 M-4
Arson - 5 M-4
Fire Prevention - 11 M-4, 1 M-3, 1 M-1
Metro Rail - 2 M-4

CAPTAIN II

Planning - 13 M-4, 2 M-1, 1 M-2, 1 M-3
Medical Liaison - 5 M-4
Admin. Justice - 9 M-4, 1 M-1, 1 M-2
Supply & Maint. - 4 M-4
Arson - 5 M-4
BFS&R Staff Asst.- 4 M-4
BEMS Assist.
Bureau Command.- 4 M-4

CAPTAIN I

Medical Liaison - 7 M-4, 2 M-2, 1 M-1
OCD
Arson - 1 M-2, 4 M-4
In-Service Trng. - 9 M-4, 3 M-2, 2 M-3

NON-OFFICERS

In-Service Trng. - 2 M-1, 1 M-2, 2 M-2, 7 M-4
Disast. Prep. - 8 M-1, 5 M-2, 14 M-4, 2 F-2, 3 F-4
Training - 6 M-1, 10 M-2, 9 M-4, 2 F-4

FIRE DEPARTMENT
ETHNIC BREAKDOWN

ARSON INVESTIGATOR AND STAFF ASSISTANTS
(Current Staffing)

ARSON INVESTIGATORS

2	M-1
2	M-2
1	M-3
12	M-4
<u>1</u>	<u>M-5</u>
18	Total

STAFF ASSISTANTS

(Field Chief Officers)

2	M-1
14	M-2
36	M-4
<u>1</u>	<u>F-4</u>
53	Total

"KEY" FIRE DEPARTMENT STANDING COMMITTEES
(MOST CURRENT)

AFFIRMATIVE ACTION ADVISORY COMMITTEE

3 - Captain II's - 1 M-2, 1 M-3, 1 M-4
5 - Captain I's - 1 M-1, 2 M-2, 1 M-3, 1 F-4
2 - Dist. Capt.'s - 2 M-4
2 - Inspectors - 1 M-1, 1 M-2
1 - Firefighter - 1 M-1
2 - Auto Superv. - 2 M-4
1 - Chief Clerk - 1 F-1
1 - Sen. Clerk Typ- 1 F-2

BUDGET IMPACT REDUCTION ADVISORY COMMITTEE

6 - Batt. Chiefs - 4 M-4, 2 M-2,
2 - Captain II's - 1 M-2, 1 M-4
1 - Dist. Captain - 1 M-4
1 - Chief Mang. An- 1 M-4

FUTURE FORCAST COMMITTEE

3 - Asst. Chiefs - 3 M-4
12- Batt. Chiefs - 12 M-4
1 - Captain II's - 1 M-4
1 - Senior Pers.
Analyst - 1 F-4

HUMAN RELATIONS COMMITTEE

1 - Asst. Chief - 1 M-4
1 - Captain I - 1 F-4
1 - Dist. Capt. - 1 F-4

(Human Relations Committee cont)

3 - FF/Para. - 3 F-4

3 - Firefighters - 3 F-4

INTER-GROUP RELATIONS COMMITTEE

4 - Batt. Chiefs - 3 M-4, 1 M-1

2 - Captain II's - 1 M-2, 1 M-3

2 - Captain I's - 2 M-1

1 - App. Operator - 1 M-1

1 - Inspector - 1 M-1

1 - Firefighter - 1 M-1

ACCIDENT PREVENTION AND SAFETY COMMITTEE

2 - Batt. Chiefs - 1 M-1, - M-4

4 - Captain II's - 4 M-4

4 - Captain I's - 3 M-4, 1 M-3

1 - Dist. Captain - 1 M-4

2 - App. Operators - 2 M-4

1 - Manag. Analyst - 1 M-4

1 - Occ. Safety Eng. - 1 M-4

SCENE SAFETY COMMITTEE

1 - Assist. Chief - 1 M-4

3 - Batt. Chiefs - 3 M-4

2 - Captain II's - 2 M-4

2 - Captain I - 2 M-1

1 - Dist. Capt. - 3 M-4

1 - Firefighter - 1 F-4

HIRISE COMMITTEE

1 - Assist. Chief - 1 M-4
3 - Batt. Chiefs - 3 M-4

METRO-RAIL

1 - Assist. Chief - 1 M-4
4 - Batt. Chiefs - 4 M-4
3 - Captain II's - 3 M-4

DISCIPLINARY ACTIONS - 1985-1994

ATTACHMENT 1

OFFENSE	1	2	3	ETHNIC	4	5	7	TOTAL
1 Accident	2	5	1	7	0	0		15
2 Alcohol	1	14	0	8	0	0		23
3 Assign Hire	0	1	0	14	1	0		16
4 Drugs	12	2	0	9	0	0		23
5 Finances	0	0	1	2	0	0		3
6 Harassment - Ethnic	3	0	0	6	0	0		9
7 Harassment - Sexual	5	6	2	3	1	0		17
8 Hazing	2	5	1	13	0	0		21
9 Dishonesty	10	17	3	15	0	0		45
10 Insubordination	5	2	0	6	0	0		13
11 Lost Equipment	3	7	1	23	0	1		35
12 Sick Time Abuse	5	5	2	16	0	1		29
13 Tardiness/AWOL	16	15	1	34	0	0		66
14 Theft	4	5	0	2	0	0		11
15 Weight	41	24	8	50	0	0		123
17 EMS/Dispatch Compl	3	1	2	11	0	1		18
99 Other	39	30	2	86	0	0		157
TOTAL	151	139	24	305	2	3		624

ATTACHMENT 19

YR	E/C	CLASS	INCIDENT	OVER PREV. MO.	OVER MO.	GOAL	REC. ACTION	FINAL ACTION
92	M4	Capt.	12/92	19	20	8 wkg days		- 4 working days. Reduced due to enrollment in medically supervised diet program & has demonstrated limited success
HISTORY - none indicated								
M1	FF		10/92	11	10	8 wkg days		- made weight
HISTORY								
			DATE	GOAL	ACT. WT.	ACTION		
			5/90	219	229	F1104, Notice to Improve		
			5/90	221	225	F1104, Notice to Improve		
			3/91	211	239	1 wkg day susp.		
			1/92	221	236	4 wkg days susp.		
M4	FF		8/92	2	4	4 wkg days		- held in abeyance
HISTORY								
			6/91	227	230	Counselled		
			8/91	226	229	F1104, Notice to Improve		
			12/91	221	232	F1104, Reprimand		
			6/92	220	230	1 working day (in abey.)		
M4	FF		9/92	4	6	1 wkg day		- held in abeyance
HISTORY								
			9/90	224	228	Counselled		
			1/91	218	227	F1104, Reprimand		
M2	FF		12/92	2	4	1 wkg day		- made weight
HISTORY								
			11/91	177	179	Counselled		
			12/91	178	180	F1104, Notice to Improve		
			2/92	178	180	F1104, Reprimand		
M2	FF		4/92	3	3	1 wkg day		- made weight
HISTORY								
			7/91	190	193	Counselled		
			8/91	191	194	F1104, Notice to Improve		
			11/91	187	188	Counselled		
			12/91	186	190	F1104, Reprimand		

M1 FF 9/92 7 7 15 wkg days - held in abeyance

HISTORY

DATE	GOAL	ACT. WT.	ACTION
2/90	246	248	Counselled
4/90	244	249	F1104, Notice to Improve
7/90	246	253	1 wkg day susp.
10/90	249	256	4 wkg days in abey.
2/91	248	254	10 wkg days in abey.
4/91	248	267	10 wkg days in abey.
1/92	249	263	10 wkg days

M2 ENGR 6/92 8 8 4 wkg days - made weight

HISTORY

10/90	215	223	Counselled
1/91	217	223	F1104, Notice to Improve
7/91	211	214	F1104, Reprimand
12/91	204	218	F1104, Reprimand

93 M1 FF 10/93 12 12 13 wkg days - 2 wkg days
11/93 0 2
12/93 3 5

HISTORY

- none indicated

M4 FF 12/93 19 19 1 wkg day - 1 wkg day

HISTORY

- none indicated

M2 FF 12/93 3 4 8 wkg days - made weight

HISTORY

4/91	262	266	Counselled
7/91	260	267	F1104, Reprimand
10/92	249	318	4 wkg days

M4	FF	5/93	12	11	1 wkg day	- held in abeyance
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HISTORY

DATE	GOAL	ACT. WT.	ACTION
11/90	230	236	Counselled
1/91	232	235	F1104, Notice to Improve
5/91	227	235	F1104, Reprimand

M1	FF	6/93	14	16	30 cal. days	- in abeyance
		7/93	1	1		

HISTORY

2/85	218	228	Counselled
10/86	210	215	F1104, Notice to Improve
10/86	213	214	Counselled
9/90	234	246	1 wkg day susp.
1/91	238	244	4 wkg days in abey.
3/91	240	242	8 wkg days in abey.
11/91	226	237	8 wkg days in abey.
8/92	219	223	15 cal. days susp.
11/91	217	220	15 cal. days susp.
1/93	218	231	15 cal. days susp.

M2	FF	4/93	34	61	30 cal. days	- held in abeyance
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HISTORY

8/88	196	201	Counselled
6/89	183	198	F1104, Notice to Improve
11/89	188	206	1 wkg day
6/90	194	207	4 wkg days
9/91	226	206	15 wkg days

M1	INSP.	2/93	1	3	1 wkg day	- in abeyance
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HISTORY

11/90	236	238	Counselled
2/91	232	234	F1104, Notice to Improve
9/92	237	242	F1104, Reprimand

OVER OVER

2/90	246	248	Counselled
4/90	244	249	F1104, Not.to Improve
7/90	246	253	1 wkg day susp.
10/90	249	256	4 wkg days in abey.
2/91	248	254	10 wkg days in abey.
4/91	248	267	10 wkg days in abey.
1/92	249	263	10 wkg days

M2	ENGR	6/92	8	8	4 wkg days	- made weight
HISTORY						
		10/90	215	223	Counselled	
		1/91	217	223	F1104, Not to Improve	
		7/91	211	214	F1104, Reprimand	
		12/91	204	218	F1104, Reprimand	
93	M1	FF	10/93	12	12	13 wkg days - 2 wkg days
		11/93	0	2		
		12/93	3	5		
HISTORY						
- none indicated						
M4	FF	12/93	19	19	1 wkg day	- 1 wkg day
HISTORY						
- none indicated						
M2	FF	12/93	3	4	8 wkg days	- made weight
HISTORY						
		4/91	262	266	Counselled	
		7/91	260	267	F1104, Reprimand	
		10/92	249	318	4 wkg days	
M4	FF	5/93	12	11	1 wkg day	- held in abeyance
HISTORY						
		11/90	230	236	Counselled	
		1/91	232	235	F1104, Not to Improve	
		5/91	227	235	F1104, Reprimand	
M1	FF	6/93	14	16	30 cal. days	- in abeyance
		7/93	1	1		
HISTORY						
		2/85	218	228	Counselled	
		10/86	210	215	F1104, Not to Improve	
		10/86	213	214	Counselled	
		9/90	234	246	1 wkg day susp.	
		1/91	238	244	4 wkg days in abey.	
		3/91	240	242	8 wkg days in abey.	
		11/91	226	237	8 wkg days in abey.	
		8/92	219	223	15 cal. days susp.	
		11/91	217	220	15 cal. days susp.	
		1/93	218	231	15 cal. days susp.	
M2	FF	4/93	34	61	30 cal. days	- held in abeyance
HISTORY						
		8/88	196	201	Counselled	
		6/89	183	198	F1104, Not to Improve	
		11/89	188	206	1 wkg day	
		6/90	194	207	4 wkg days	
		9/91	226	206	15 wkg days	
M1	INSP.	2/93	1	3	1 wkg day	- in abeyance
HISTORY						
		11/90	236	238	Counselled	
		2/91	237 272	234	F1104, Not to Improve	
		9/92	237	242	F1104, Reprimand	

DISCIPLINE

YEAR	E/C	CLASS	CHARGE/BASIS INC. REC	FINAL ACTION
85	M4	ENGR.	Hazing - placed substance in water of member causing minor burns; initially denying involvement in incident. <u>Rec:</u> 30 cal	- Official reprimand. This reprimand does not mention untruthful statements. Reduced because of good job record.
86	M4	CAPT (Prob)	Hazing - during training on roof pulled foot from under Prob FF causing injury. - 2 acts -share responsibility of demeaning, disresp, potent, libelous act toward a prob FF as object lessons. - horseplay by throwing water on Prob FF <u>Rec:</u> Board of Rights (Asst. Chief rec'd that he revert to AO or be transferred away from probationary FF.)	- 30 cal. days reduced (prob. extend to 8/87) because of explanation. - because of repeated acts demonstrating lack of skills in leadership, maturity, pers. mgmt & common sense, Asst. Chief rec'd Capt. not pass probation (water throwing followed orig, rec. to transfer or revert). He also found in 10/86 subject exposed command & rescue ambulance to danger after being warned to wait for LAPD. Dep. Chief rec'd that he pass probation because discipline already imposed.
87	M4	CAPT	Hazing - placed probationary FF in demeaning position, subject to humiliation and ridicule. <u>Rec:</u> Bd of Rights & place on notice of performance. Below standard & in 6 mos eval to discontinue 5th step or reduce in paygrade.	- 30 cal. days -reduced due to member's response (no advocate's rpt).
88	(2)M4	ENGR FF	Hazing -conduct that is discourteous/ disrespectful of another member by willfully & maliciously destroying that member's personal prop. <u>Rec:</u> 1 working day	- 1 working day

YEAR	E/C	CLASS	CHARGE/BASIS INC. REC	FINAL ACTION
88	M4	FF	Hazing - booby trapped stove w/2 firecrackers <u>Rec:</u> 6 working days	- 6 working day
88	M4	CAPT	Hazing - participated in hoax on member causing pers. distress, impairing good order, discipline & brought discredit to dept. <u>Rec:</u> 6 working days	- 6 working days
88	M2	FF	Hazing - participated in hoax described above. <u>Rec:</u> 6 working days.	- 4 working days - reduced because good response, explain got out of hand & apologized
88	M4	FF	Hazing - instigated hoax against member & continued despite being specifically questioned by Batt. Chief. <u>Rec:</u> 10 working days	- 6 working days - reduced because of good attitude & good work record. Also said no intent to deceive B.C.
89	M2	FF	Hazing - threw water on member <u>Rec:</u> 3 working days	- 1 day - reduced because of good attitude & good working record.
89	M4	AO	Hazing - bucketing 2 members <u>Rec:</u> 10 working days	- 5 working days - reduced due to good attitude, recog. of his error, regret
89	M3	CAPT	Hazing - encouraged horseplay, and intentionally falsifying records <u>Rec:</u> 20 working days	- 12 working days - reduced because of good attitude, recog. of error & regret
89	M1 M2 M3	FF FF FF	Hazing - assisted in bucketing <u>Rec:</u> approp. discipl.	- Official reprimand

YEAR	C	CLASS	CHARGE/BASIS INC. REC	FINAL ACTION
90	M4	FF	<p>Hazing - ignited fireworks in locker room resulting in fire & damage to Dept & pers. prop.</p> <p>- untruthful statements to Batt. Chief & Arson.</p> <p>- submitted untruthful written rept. to Oper. Commander</p> <p><u>Rec:</u> Board of Rights.</p>	<p>- 30 cal days</p> <p>- reduced because of good attitude & past perf.</p>
91	M4	FF	<p>Hazing - made derogatory written remarks about another member (not sex or race oriented)</p> <p><u>Rec:</u> 2 working days</p>	<p>- Official reprimand</p>
91	M4	CAPT	<p>Hazing - discharged a firecracker under another Capt's bed as a prank to awaken him.</p> <p><u>Rec:</u> 5 working days</p>	<p>- 3 working days - reduced because of good attitude & took full resp.</p>
92	M1	FF	<p>Hazing - threw water on two sleeping members in dormitory.</p> <p><u>Rec:</u> 5 working days</p>	<p>- 5 working days</p>
	M2	A/O	<p>Hazing - participated in bucketing & raising loaded hoseline to wet FF; changed F-11 w/o permission; attempt to reassign FF by other means; made misleading statements to Advocate re: role in horseplay.</p> <p><u>Rec:</u> 15 cal days</p>	<p>- 15 cal. days</p>
	M4	ENGR	<p>Hazing - participated in raising loaded hoseline; untruthful & misleading statements to Capt; place IV bag under FF mattress; misuse & waste dept resources (IV bag & tubing)</p> <p><u>Rec:</u> 30 cal days</p>	<p>- 30 cal. days</p>

YEAR	E/C	CLASS	CHARGE/BASIS INC. REC	FINAL ACTION
90	M1	Inspec	Ethnic harass. - while on duty wrote a negative comment on a restaurant's comment card regarding the ethnicity of the restaurant mgr. <u>Rec:</u> 15 working days	- 5 working days - reduced due to mitigating information presented by member
90	M1	Inspec	Ethnic harassment (same as case above) <u>Rec:</u> 8 working days	- 2 working days - reduced because of member's good attitude
90	M4	Inspec	Ethnic harassment - made unsolicited comments to 2 other Department members about the upcoming Martin Luther King Holiday. His comments were perceived as racial in nature and were insensitive in their content. Member has demonstrated previous lapses of judgement in this area. <u>Rec:</u> 5 working days	- 5 working days
90	M1	FF	Sex. harassment - displayed a sexual device in quarters, and made suggestive remarks re: its use; these acts had an adverse impact on the work environment of the fire station <u>Rec:</u> 6 working days	- 6 working days
90	M1	Inspec	Sex. harass. - made an inappropriate and rude remark of a sexual nature to a clerical employee <u>Rec:</u> 10 working days	- 10 working days (victim indicated that she thought comment was funny and it had no effect on her)
90	M3	Inspec	Sex. harass. - while in uniform in a private business establishment, was discourteous and disrespectful to a citizen who was also a customer <u>Rec:</u> 1 working day	- Official reprimand (use of term "bitch" corroborated; however, advocate questioned credibility of salesperson but felt member presented self well/showed no signs of evasion)

YEAR	E/C	CLASS	CHARGE/BASIS INC. REC	FINAL ACTION
92	M4	CAPT	<p>Ethnic harassment - ongoing racially derogatory remarks re: Blacks, Hispanics, Asians. <u>Rec:</u> 4 wkg days</p> <p>(Advocate's report stated no malicious intent toward individuals. Advocate did not address testimony that person engaged in differential treatment based on race and made derogatory racial statements about community.)</p>	- 2 working days - reduced because of positive attitude and outstanding work record.
92	M1	FF	<p>Sex Harass. - walked in hospital room occupied by woman & touched her. <u>Rec:</u> Board of Rights</p>	- Found not guilty by a Board of rights
92	M2	CAPT	<p>Sex Harass. - honked horn at woman - threw out member's transfer request <u>Rec:</u> 20 cal. days</p>	<p>- 20 calendar days because untruthful about who retrieved request from trash.</p> <p>- letter from woman he honked at says she was a friend and waved at him first, was not s.h:</p> <p>- prev. discipline noted</p>

YEAR	E/C	CLASS	CHARGE/BASIS INC. REC	FINAL ACTION
93	M4	FF	<p>Ethnic harassment - derogatory racial remarks re: Blacks. <u>Rec:</u> 5 working days</p> <p>(Advocates report includes evidence that member may have lied about why statements were made, but no follow-up or mention of this)</p>	- 3 working days - reduced because member apologized and showed remorse.
93	M4	FF	<p>Ethnic harassment - derogatory racial remarks re: Hispanics. <u>Rec:</u> 4 working days</p>	- 4 working days - showed remorse and apologized but no change.
93	M1	FF	<p>Sex. Harass. - yelled obscenities at male co-worker (female in room) <u>Rec:</u> 4 working days</p>	- Reprimand - reduced because of honesty and past performance.
93	M3	CAPT	<p>Sex. Harass. - kisses, hugs, back rubs, rubbing calf, attempt to touch breast of fellow employee. <u>Rec:</u> 30 cal. days.</p>	<p>- 30 cal. days</p> <p>- noted prev. horseplay incident (Letter having nothing directly to do with this case is in file)</p>
93	M4	FF	<p>Sex. Harrass. - obscene behavior (off duty) based on letter from citizen. <u>Rec:</u> 10 wkg days</p>	- 10 working days susp.

WORK FORCE ANALYSIS (for 12/85, 06/90 and 6/94)
TOTAL SWORN COMPOSITION

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
12/85	No.	1943	190	465	65	5	2	2	2672
	%	72.72%	7.11%	17.40%	2.43%	0.19%	0.07%	0.07%	100.00%

MALE	FEMALE	TOTAL
2655	15	2670
99.44%	0.56%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/90	No.	1795	302	617	91	12	2	0	2819
	%	63.68%	10.71%	21.89%	3.23%	0.43%	0.07%	0.00%	100.00%

MALE	FEMALE	TOTAL
2782	37	2819
98.69%	1.31%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/94	No.	1900	342	708	109	18	2	0	3079
	%	61.71%	11.11%	22.99%	3.54%	0.58%	0.06%	0.00%	100.00%

MALE	FEMALE	TOTAL
2979	100	3079
96.75%	3.25%	100.00%

WORK FORCE ANALYSIS (for 12/85, 06/90 and 6/94)
OFFICIALS/ADMINISTRATORS

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
12/85	No.	17	0	2	0	0	0	0	19
	%	89.47%	0.00%	10.53%	0.00%	0.00%	0.00%	0.00%	100.00%

MALE	FEMALE	TOTAL
19	0	19
100.00%	0.00%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/90	No.	20	1	2	0	0	0	0	23
	%	86.96%	4.35%	8.70%	0.00%	0.00%	0.00%	0.00%	100.00%

MALE	FEMALE	TOTAL
23	0	23
100.00%	0.00%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/94	No.	20	0	1	0	0	0	0	21
	%	95.24%	0.00%	4.76%	0.00%	0.00%	0.00%	0.00%	100.00%

MALE	FEMALE	TOTAL
21	0	21
100.00%	0.00%	100.00%

WORK FORCE ANALYSIS (for 12/85, 06/90 and 6/94)
PROFESSIONALS

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
12/85	No.	612	23	54	4	0	0	1	694
	%	88.18%	3.31%	7.78%	0.58%	0.00%	0.00%	0.14%	100.00%

MALE	FEMALE	TOTAL
693	0	693
100.00%	0.00%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/90	No.	571	82	96	12	1	0	0	762
	%	74.93%	10.76%	12.60%	1.57%	0.13%	0.00%	0.00%	100.00%

MALE	FEMALE	TOTAL
761	1	762
99.87%	0.13%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/94	No.	521	91	114	14	1	1	0	742
	%	70.22%	12.26%	15.36%	1.89%	0.13%	0.13%	0.00%	100.00%

MALE	FEMALE	TOTAL
737	5	742
99.33%	0.67%	100.00%

WORK FORCE ANALYSIS (for 12/85, 06/90 and 6/94) TECHNICIANS

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
12/85	No.	535	18	78	10	2	1	1	645
	%	82.95%	2.79%	12.09%	1.55%	0.31%	0.16%	0.16%	100.00%

MALE	FEMALE	TOTAL
644	0	644
100.00%	0.00%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/90	No.	501	22	110	20	1	1	0	655
	%	76.49%	3.36%	16.79%	3.05%	0.15%	0.15%	0.00%	100.00%

MALE	FEMALE	TOTAL
654	1	655
99.85%	0.15%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/94	No.	455	25	131	27	2	0	0	640
	%	71.09%	3.91%	20.47%	4.22%	0.31%	0.00%	0.00%	100.00%

MALE	FEMALE	TOTAL
637	3	640
99.53%	0.47%	100.00%

WORK FORCE ANALYSIS (for 12/85, 06/90 and 6/94)
PROTECTIVE SERVICE

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
12/85	No.	779	149	331	51	3	1	0	1314
	%	59.28%	11.34%	25.19%	3.88%	0.23%	0.08%	0.00%	100.00%

MALE	FEMALE	TOTAL
1299	15	1314
98.86%	1.14%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/90	No.	703	197	409	59	10	1	0	1379
	%	50.98%	14.29%	29.66%	4.28%	0.73%	0.07%	0.00%	100.00%

MALE	FEMALE	TOTAL
1344	35	1379
97.46%	2.54%	100.00%

YEAR	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
06/94	No.	904	226	462	68	15	1	0	1676
	%	53.94%	13.48%	27.57%	4.06%	0.89%	0.06%	0.00%	100.00%

MALE	FEMALE	TOTAL
1584	92	1676
94.51%	5.49%	100.00%

WORK FORCE ANALYSIS (12/85)

CLASS	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
FD Trainee	No.	25	15	21	2	0	0	0	63
	%	39.68%	23.81%	33.33%	3.17%	0.00%	0.00%	0.00%	100.00%
Firefighter I	No.	20	5	30	5	0	0	0	60
	%	33.33%	8.33%	50.00%	8.33%	0.00%	0.00%	0.00%	100.00%
Firefighter II	No.	734	129	280	44	3	1	0	1191
	%	61.63%	10.83%	23.51%	3.69%	0.25%	0.08%	0.00%	100.00%
Apparatus Operator	No.	122	3	24	3	1	0	1	154
	%	79.22%	1.95%	15.58%	1.95%	0.65%	0.00%	0.65%	100.00%
Engineer of FD	No.	392	15	54	7	1	1	0	470
	%	83.40%	3.19%	11.49%	1.49%	0.21%	0.21%	0.00%	100.00%
Fireboat Mate	No.	15	0	0	0	0	0	0	15
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Fireboat Pilot	No.	6	0	0	0	0	0	0	6
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Fire Inspector I	No.	45	15	14	3	0	0	0	77
	%	58.44%	19.48%	18.18%	3.90%	0.00%	0.00%	0.00%	100.00%
Fire Inspector II	No.	18	2	1	0	0	0	0	21
	%	85.71%	9.52%	4.76%	0.00%	0.00%	0.00%	0.00%	100.00%
Fire Captain I	No.	322	3	22	1	0	0	1	349
	%	92.26%	0.86%	6.30%	0.29%	0.00%	0.00%	0.29%	100.00%
Fire Captain II	No.	163	2	16	0	0	0	0	181
	%	90.06%	1.10%	8.84%	0.00%	0.00%	0.00%	0.00%	100.00%
Fire Battalion Chief	No.	64	1	1	0	0	0	0	66
	%	96.97%	1.52%	1.52%	0.00%	0.00%	0.00%	0.00%	100.00%
Fire Assistant Chief	No.	12	0	2	0	0	0	0	14
	%	85.71%	0.00%	14.29%	0.00%	0.00%	0.00%	0.00%	100.00%
Fire Deputy Chief	No.	4	0	0	0	0	0	0	4
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Chief Engineer FD	No.	1	0	0	0	0	0	0	1
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Total Sworn Workforce	No.	1943	190	465	65	5	2	2	2672
Composition	%	72.72%	7.11%	17.40%	2.43%	0.19%	0.07%	0.07%	100.00%

MALE	FEMALE	TOTAL
57	6	63
90.48%	9.52%	100.00%
55	5	60
91.67%	8.33%	100.00%
1187	4	1191
99.66%	0.34%	100.00%
153	0	153
100.00%	0.00%	100.00%
470	0	470
100.00%	0.00%	100.00%
15	0	15
100.00%	0.00%	100.00%
6	0	6
100.00%	0.00%	100.00%
77	0	77
100.00%	0.00%	100.00%
21	0	21
100.00%	0.00%	100.00%
348	0	348
100.00%	0.00%	100.00%
181	0	181
100.00%	0.00%	100.00%
66	0	66
100.00%	0.00%	100.00%
14	0	14
100.00%	0.00%	100.00%
4	0	4
100.00%	0.00%	100.00%
1	0	1
100.00%	0.00%	100.00%

2655	15	2670
99.44%	0.56%	100.00%

WORK FORCE ANALYSIS (12/93)

CLASS	NO/%	WHITE	BLACK	HISPANIC	ASIAN	FILIPINO	AMERICAN INDIAN	OTHER	TOTAL
Firefighter I	No.	7	3	8	1	1	0	0	20
	%	35.00%	15.00%	40.00%	5.00%	5.00%	0.00%	0.00%	100.00%
Firefighter II	No.	39	16	19	2	1	0	0	77
	%	50.65%	20.78%	24.68%	2.60%	1.30%	0.00%	0.00%	100.00%
Firefighter III	No.	848	197	429	63	12	1	0	1550
	%	54.71%	12.71%	27.68%	4.06%	0.77%	0.06%	0.00%	100.00%
Apparatus Operator	No.	113	9	33	5	0	0	0	160
	%	70.63%	5.63%	20.63%	3.13%	0.00%	0.00%	0.00%	100.00%
Engineer of FD	No.	329	16	93	19	2	0	0	459
	%	71.68%	3.49%	20.26%	4.14%	0.44%	0.00%	0.00%	100.00%
Fireboat Mate	No.	14	0	0	1	0	0	0	15
	%	93.33%	0.00%	0.00%	6.67%	0.00%	0.00%	0.00%	100.00%
Fireboat Pilot	No.	4	0	0	2	0	0	0	6
	%	66.67%	0.00%	0.00%	33.33%	0.00%	0.00%	0.00%	100.00%
Fire Inspector I	No.	41	36	14	4	0	0	0	95
	%	43.16%	37.89%	14.74%	4.21%	0.00%	0.00%	0.00%	100.00%
Fire Inspector II	No.	9	16	10	0	0	0	0	35
	%	25.71%	45.71%	28.57%	0.00%	0.00%	0.00%	0.00%	100.00%
Fire Captain I	No.	252	27	62	6	1	1	0	349
	%	72.21%	7.74%	17.77%	1.72%	0.29%	0.29%	0.00%	100.00%
Fire Captain II	No.	150	6	19	4	0	0	0	179
	%	83.80%	3.35%	10.61%	2.23%	0.00%	0.00%	0.00%	100.00%
Fire Captain H	No.	22	0	0	0	0	0	0	22
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Fire Battalion Chief	No.	59	4	4	0	0	0	0	67
	%	88.06%	5.97%	5.97%	0.00%	0.00%	0.00%	0.00%	100.00%
Fire Assistant Chief	No.	15	0	1	0	0	0	0	16
	%	93.75%	0.00%	6.25%	0.00%	0.00%	0.00%	0.00%	100.00%
Fire Deputy Chief	No.	3	0	1	0	0	0	0	4
	%	75.00%	0.00%	25.00%	0.00%	0.00%	0.00%	0.00%	100.00%
Chief Engineer FD	No.	1	0	0	0	0	0	0	1
	%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%

Total Sworn Workforce	No.	1906	330	693	107	17	2	0	3055
Composition	%	62.39%	10.80%	22.68%	3.50%	0.56%	0.07%	0.00%	100.00%

MALE	FEMALE	TOTAL
11	9	20
55.00%	45.00%	100.00%
66	11	77
85.71%	14.29%	100.00%
1485	65	1550
95.81%	4.19%	100.00%
160	0	160
100.00%	0.00%	100.00%
456	3	459
99.35%	0.65%	100.00%
15	0	15
100.00%	0.00%	100.00%
6	0	6
100.00%	0.00%	100.00%
93	2	95
97.89%	2.11%	100.00%
35	0	35
100.00%	0.00%	100.00%
347	2	349
99.43%	0.57%	100.00%
179	0	179
100.00%	0.00%	100.00%
21	1	22
95.45%	4.55%	100.00%
67	0	67
100.00%	0.00%	100.00%
16	0	16
100.00%	0.00%	100.00%
4	0	4
100.00%	0.00%	100.00%
1	0	1
100.00%	0.00%	100.00%

2962	93	3055
96.96%	3.04%	100.00%

APPENDICES

- A. BUDGET FIGURES FOR NEW FIREFIGHTER RECRUITMENT UNIT
- B. SURVEYS AND INTERVIEWS WITH MINORITY AND FEMALE
FORMER FIREFIGHTERS WHO SEPARATED PRIOR TO COMPLETION
OF PROBATION
- C. INTERVIEWS WITH MEMBERS OF THE FIRE SERVICE

APPENDIX A

BUDGET FIGURES FOR NEW FIREFIGHTER RECRUITMENT UNIT

(A) Personnel

Personnel Analyst II (one position)				\$49,235.00
Firefighter III (two positions)	\$53,890.00	x 2	=	<u>\$107,780.00</u>
Personnel Subtotal				\$157,015.00

(B) Equipment

Computer (three)				
- hardware	\$3,910.05			
- software	<u>\$603.89</u>			
- subtotal	\$4,513.94	x 3	=	<u>\$13,541.82</u>
Equipment Subtotal				\$13,541.82

(C) Advertising

Firefighter general advertising budget (includes general advertising, radio and print ads, female and minority recruitment orientations, and local community advertising events, etc.)				\$98,000.00
Firefighter recruitment video (15 - 30 minutes)				\$12,000.00
Firefighter recruitment mobile van (includes interior/exterior painting, generator, and carpentry, etc.)				\$30,000.00
Video Equipment for the mobile van (includes VCR/TV combo, camcorder, and PA system, etc.)				<u>\$7,500.00</u>
Advertising Subtotal				<u>\$147,500.00</u>
Total Budget Amount				<u>\$318,056.82</u>

APPENDIX B

SURVEYS AND INTERVIEWS WITH MINORITY AND FEMALE FORMER FIREFIGHTERS WHO SEPARATED PRIOR TO COMPLETION OF PROBATION

Staff sent 101 surveys to the last known addresses of all minorities and females who separated before completion of probation between 1/89 and 4/94. Twenty-seven (27) were returned as non-deliverable. Nineteen (19) of the remaining 74 were returned for a 26% return rate. Follow-up interviews were arranged with 16 respondents.

STATISTICS ON SURVEYS SENT TO FORMER PROBATIONARY FIREFIGHTERS

# SURVEYS SENT	101	100.00%
# SURVEYS COMPLETED & RETURNED	19	18.81%
# SURVEYS RETURNED DUE TO NON-DELIVERY	27	26.73%
# SURVEYS SENT BUT UNACCOUNTED FOR	55	54.46%

# SURVEYS COMPLETED & RETURNED	19	100.00%
# RESPONDENTS DESIRED TO BE CONTACTED	18	94.74%
# RESPONDENTS NOT DESIRED TO BE CONTACTED	1	5.26%

# RESPONDENTS DESIRED TO BE CONTACTED	18	100.00%
# RESPONDENTS CONTACTED & INTERVIEWED	16	88.89%
# RESPONDENTS CONTACTED BUT DID NOT CALL BACK	2	11.11%

# SURVEYS SENT	101	100.00%
# RESPONDENTS CONTACTED & INTERVIEWED	16	15.84%

# INDIVIDUALS THAT COULD HAVE RESPONDED (* note)	74	100.00%
# INDIVIDUALS THAT RETURNED SURVEY	19	25.68%
# INDIVIDUALS ACTUALLY INTERVIEWED	16	21.62%

Note: This includes the # respondents (19) and the # people (55) who should have received the survey but did not respond.

PROBATIONARY FIREFIGHTER SURVEY AND INTERVIEW COMMENTS

3. What are your feelings about your experience in the:

a. Academy:

Survey Comments:

- The Academy was a great place to get acclimated for firefighting duties.
- Fitness training was good. Academy was fair, it gave a foundation to work with. Overall it didn't train enough in the areas that would of been beneficial out in the field.
- The academy was very sufficient in way of tool identification but hose lays are done different when you get to the field.
- Academy gave a good basis for firefighting evolutions. Although I did well academically, at least three academy instructors discouraged me from continuing my career as a Firefighter.
- I feel that because I was having some problems physically and academically the training staff picked on me even more. I was yelled at all the time if I didn't learn my manipulative skills. The staff was supportive to certain students. If you had good

grades you were praised and treated better. Some of the students would bring the staff gifts and they were also treated better.

- Most of the time it was good, but there were great numbers of times I had bad feelings. Once I started with the Fire Department several time I thought I had made a bad decision.
- Very professional training - except for a very few individuals that carried a power mood with them!
- Training was rushed and conducted under an atmosphere of full stress, which was not conducive to learning. Some of the drills wore the skin away and caused painful injuries. I reported this to staff but was told to continue the very activity that caused the injury. As far as I know, these injuries were not documented by staff, nor was I ever sent for treatment.
- I firmly believe that the sheer number of recruits greatly impacted the quality of training I and the others received. As admitted outright by the instructor captains, they would not be able to offer the same type of individual attention which was possible with the much smaller classes. As a result (I can only speak for myself here) I often felt that I just was not receiving the quality of training the city would have liked for myself and the others to receive. This problem was particularly evident in the final phase of the drill tower academy-the emergen

operations module. This phase required us to utilize all we were supposed to have learned in the previous weeks. Important as it was, it was allotted the least amount of time in terms of weeks! This combined with the high number of recruits made for ill conceived training. Upon my departure from academy I did not feel wholly competent in what I was supposed to have learned.

- Some instructors were fair, some were not. My feelings about the academy were mixed because of different situations. The women in the academy were given special treatment.
- 15 Firefighters started the 3 module academy with me. 3 of 15 completed modules without repeating any modules. I was 1 of the 3, those who obviously repeated a module would have an edge while on probation.
- Although there were a few positive experiences, my overall experience was very negative. Daily reminders from the instructors that this was the worst class they had ever seen, and being reminded that this was the first class that was half female. My feeling is that the whole "female thing" undermined the class cohesiveness. It became male vs. female. If one of the females needed extra help on something, it was the females that helped.
- I felt as though all females involved were on display. My

experience was OK.

- Very disappointing, a waste of my time and energy, this program is designed for failure.
- I had great respect for the Captain & students (everyone there), and I felt the Academy was very demanding but good preparation.

Summary of Follow-up Interview Comments:

There were mixed feelings about how recruits were treated in the Academy. One person commented that the instructors at the Academy were excellent, and the training was sufficient and thorough. He felt the class helped each other out and everyone was treated equally (there was no favoritism; there was a good mix of people but no females in his class). Another person commented that the instructors were nice and helpful, and there was no discrimination of whatever kind. The training was intense, but as long as one did what's required, there was no problem. Someone else mentioned that there was camaraderie in the group and everybody was knowledgeable, and the sworn staff were very understanding.

One person commented that women were disserved by the testing process. It was too easy to get in and be misled by the FD that they could actually do the job. Many of them were fired because of the lack of performance on the ladders. The FD should focus on helping the women in this area. She al

commented that her class did not "click". The people that had experience didn't help those that did not. The men didn't want to work with the women who were labeled as incompetents. The instructors told them (women) that they should just leave instead of being fired.

There was another person who said that the EMT training was one of the most dehumanizing and demoralizing experiences he has ever had, in terms of the way the recruits were talked to and treated. Another person commented that he would get written up for everything. But one recruit commented that it's not easy for evaluations to be subjective in the Academy because the Academy was so structured.

One person felt that race was definitely a factor in how recruits were treated in class. The black group was hammered by the instructors who were nit-picky about everything, even minor information. The instructors trained him properly, but he felt they singled him out and harassed him (looked for every single mistake) because he was black. He felt the women were treated differently from the men - very rough. If the people, especially women, did not perform well, they would get "snowballed" (eg. if the ladder was not thrown right, recruit would be told to do push-ups).

A few individuals said that women were definitely treated differently from the men. One person said that there was discrimination against the women in the class, and recalled women having to repeat modules, but not the men. Another person commented that the instructors put emphasis on women in the class, watching them more closely and being much more critical of their

performance. They displayed a blatant attitude that the women were not good enough. Examples of specific instances where women were demeaned were provided.

It was commented that the Academy did not prepare the recruits for the "real" life at the fire stations. It was a big change to go from the Academy to the fire stations. The Academy taught recruits as a class; however, out in the field, the atmosphere and how recruits were treated in various fire stations were different, and the recruits were on their own.

One person commented that there was some "testing of attitude". If a trainee did not pass a test, the trainee might be talked to in a overpowering way (eg. 5 people talking to the trainee). He mentioned that he watched worst case scenario films - couldn't conceive of being injured. It might have been better if he had spoken to others about the hazards.

3. What are your feelings about your experience in the:

b. Fire Station

Survey Comments:

- I was subjected to constant pranks, harassment, and humiliation at the station. Firehouse personnel have harassment perfected to a fine art, which I found extremely frustrating and demoralizing. The rookie is treated like dirt and restricted from every privilege enjoyed by non-probationary personnel. I was constantly the butt of "jokes". The behavior of station personnel was childish and draining. There was a total lack of support from superiors, who participated in the childish behavior as well as condoned it.
- During my stay at Battalion ____, I stayed at Fire Station _____. I feel I did great, great Captain I. At Fire Station ____ I was doing fine until Captain II got transferred out. The rest of the Captain I's did not like me a bit (got poor performance). Last firehouse - Captain II is the most racist person I've ever met in my life.
- It started well. As long as I was doing the job I was taught. Once Firefighters' personalities got involved problems always followed.

- The Fire Station lacked cohesiveness between Firefighters and rookie recruits.
- The way I was treated was very bad. Constant abuses, everything they said to me was negative, it was never said in a positive way. I was 27 years old at the time, I was treated like a 5 year old.
- They should get rid of the traditional rookie staff and make the place (station) more of an educational environment instead of a pressured environment.
- Was one of the worst experiences in my life.
- My 1st house was a nightmare. My Captain told me that the Chief said document everything that I did wrong. This was not fair because I was written up for not even turning the lights out before sleeping.
- I received no positive encouragement from my captains and was continually intimidated by most Firefighters.
- My first assignment was a positive experience. We worked as a team immediately, I knew what was expected of me, we discussed improvements at the end of every shift, and there were no surprises on my evaluations at the end of the month. My second assignment I went feeling fairly self confident with so

apprehension. By the time I left I had NO self-confidence, I was afraid to make a decision, had a hard time expressing myself and was so preoccupied with making "another mistake." In this Captain's eyes I could do nothing right. I cannot express the amount of pressure that had built up for me to perform; skills that I performed daily I was now forgetting. In this Captains's eyes "I was too short".

- I was first assigned to a supervisor with a past history of problems with female Firefighters. I was subject to biased drill situations which are documented in non-concurrence letters. I received little if any assistance from peers at my first assignment even after bringing it to the supervisors attention. This is not in keeping with the Department training procedure/philosophy. At my division evaluation I was "Targeted" this from members assisting in proctoring the evaluation as well as the way in which I was dealt with. However, I performed as well as my peers in this measurement of proficiency.

At my second assignment I was referred to with a demeaning name. In an effort not to "make waves" I reported the incident but chose not to pursue it. Subsequent to my reporting the incident I was "avoided" by the majority of the members on my shift. I received little or no assistance from members on my shift with the exception of one member. Drills were not so much as for my learning as they where an opportunity provided for me to make

mistakes to build my "package". The Apparatus Operator, another member with past negative relations with female Firefighters, was either uncommunicative or disdainful and demeaning. He begrudgingly did only what he absolutely had to do. The drills in which I received negative documentation were held when two helpful members were "conveniently" not present.

I have perceived a definite change in attitude whenever I have exercised my right not to concur with a Performance Evaluation or Notice to Improve. I had hoped that my transfer to Fire Station _____ would be "fresh" but the unofficial grapevine in the Fire Department is relentless. I felt discriminated against. If my standard for performance evaluation is that of a probationary firefighter than why have I been terminated when several females, who also happen to be white, have had relatively easy probationary rotations. They also at this point cannot do the job that I am capable of.

- Never made it there. I wondered if this would have been the start of 20 years worth of abuse. I had heard a lot of women were quitting within 1 year, and felt I deserved better, and should invest my time elsewhere.
- I resigned before being assigned. I resigned in the Academy.

Summary of Follow-up Interview Comments:

There was quite a mix of comments with regards to the recruits' experiences at the fire stations. The experience depended on the fire station and who the Captain in charge was at the time of training. All the rookies were stationed and trained individually at various fire stations, and frequently their own experiences changed when they were rotated from one fire station to the next. The Captain in charge definitely set the tone for the rest of the Firefighters to follow. If the Captain did not allow for alleged discrimination against minorities/females, incidents involving these issues did not surface.

a. Positive Experiences

Some fire stations worked in a team atmosphere, where Firefighters sometimes even went out of their way to help the rookies out.

b. Negative Experiences

Some fire stations had a reputation for "hammering" rookies, a reputation for terminating rookies or making them quit ("House of Pain"), or a reputation for being a "hate" house or "discipline" house. The rookies were watched and written up for every single mistake. Sometimes the rookies felt as if they were being set up to fail (eg. a rookie might be set up in a given situation

where the rookie obviously could not accomplish by himself/herself, but was written up for failing to accomplish the task anyway.) One rookie was told that she was sent to a "hate" house to be fired but she made it because she proved that she could cut it.

It was reported that personnel packages followed the recruit from the Academy to the fire stations. Sometimes a Captain called ahead to the next station to express his opinion of the recruit, be it good or bad, to try to influence how a recruit was perceived/treated upon arrival at the new station. Sometimes, with no phone calls, a recruit might be treated decently, but when the personnel package arrived, attitudes might drastically change depending on what the personnel package contained.

Some recruits had the feeling that once the Fire Department decided to terminate a person, then it was a hopeless fight. No matter what the person did or did not do, it was held against him/her. The person would get written up for everything, be corrected for every action with no/minimal explanations.

4. Was the staff helpful and supportive? Yes 3 No 9 (Not noted on all forms)

Survey Comments:

- Anytime I asked for help, it seemed like I should already know what I'm asking for. They kept asking when was I going to quit because I was taking there overtime hours. But, it is much deeper than that.
- At Fire Station ____ they made me feel alienated so it was hard to communicate with the other members.
- The staff was very concerned about my well being.
- No, the staff did just what they were paid for.
- Most were not - (some individuals who I believe were educated were great) But most personnel including Captains I, and II, were the most arrogant unprofessional people I've ever seen.
- The bad experiences I had from Station ____ stem from the end of my tour at my first house. I wrote a 225 letter explaining why I did not concur to a 1104, and from that point on my career as a Firefighter was on a failing decline.
- The staff was not helpful or supportive. I frequently encountered an attitude of, "I had to learn this stuff the hard way so you do to."

There is an unwritten requirement that rookies work on their days off, without compensation. This seemed unfair, if not illegal under the Fair Labor Standards Act.

- They were annoyed when I asked for additional training in areas I was having difficulty with. It was not given and the response was I should have learned that in the academy.
- It's difficult to give a definite yes/no answer. At times during my first assignment (Fire Station) the supervisors (Captains) were very supportive while some members (Firefighters) were not.
- I felt the majority of the staff was not fair, when the Captains are told to try to fire a probationary Firefighter they follow all steps to do so.
- Only 1 Firefighter took time to work with me at Fire Station. The others would either sleep or watch T.V. while I studied or worked on my oral exams.
- Overall, I feel the staff was more judgmental than helpful. I personally found three staff members that were very supportive and went out of their way to help me succeed.
- I received little if any support from non-minority members in each Station.

- The training atmosphere was very negative, used fear and power trips to manipulate trainees. Firefighter _____ I remember as being extremely obnoxious towards trainees.
- All those involved with training came off very strict but I could tell they really wanted me to succeed.

Summary of Follow-up Interview Comments:

The general treatment of rookies varied from one fire station to another. The Captain in charge played an important role in setting the environment in the fire station, and influencing how staff members treated the rookies. Some fire stations had a team atmosphere, with staff members who were helpful, going out of their way to teach the rookies the ropes.

Other fire stations allowed a certain negative atmosphere to permeate throughout the fire station, deliberately overlooking certain behaviors. For instance, there was one person who said that he was ostracized by the other Firefighters, forced to eat his meals on a separate table. On one occasion when he put his plate on the "main" table, one Firefighter picked up the plate and placed it on another table. He felt that they behaved negatively toward him because of their personal judgement of him. They would tease/taunt him about when he was going to quit and whether he left his old job in good standing. Another person said that there were a lot of unwritten rules a rookie had to follow, even if the rookie did not know them. If the

rookie could get through a year of "hell", then he/she would be worthy and thus be accepted as a Firefighter. A third person mentioned that he felt intimidated to walk into a room full of Firefighters and ask for help, even though they were not busy.

One person cited the difference in how he was treated in two different fire stations. In one station where the Captain in charge was positive and allowed for a team, non-racial environment, the Firefighters were fine and communicated with him, but in another station where the Captain allowed a negative racial environment to exist, none of the Caucasian Firefighters would talk to him.

Race and gender were perceived to have played a role in how a person was treated by the members in some fire stations. As an example, one interviewee mentioned that, in one particular fire station, one Apparatus Operator set her up to fail whenever possible, and other Firefighters (all Caucasian) all turned quiet whenever she walked into the room. There was one member who discreetly tried to help because he was afraid of being seen. At another station everyone treated her fine until her personnel package arrived. Then most of their attitudes toward her changed. She felt she was set up to fail.

5. Did you perceive problems in the manner in which you were:
(Please explain)

a. Trained:

Survey Comments:

- No, but there are a lot of things that should be updated i.e. street knowledge.
- It soon became apparent that there are traditions on the Fire Department that subject the rookie to absolute nonsense. For example, when reporting to each station the rookie is expected to bring gifts and offerings (usually ice cream or cookies) to gain the good will of station personnel. Any little infraction of these unwritten rules threatened to ostracize the rookie. I was constantly being set up for the next prank, which created an atmosphere of anxiety for me. The constant harassment was demoralizing, unprofessional, and not appreciated.
- I received adequate training very straight forward, I'm a college graduate therefore I had no problems with the training portion which was very straight forward, and had great people, instructing (except for a few - 2 Captains).
- I was picked on by any person who worked for the Fire Department while in training. Even if a knew staff member came to lecture

the class for a day they knew to pick on me. At one point I had to stand up to my class leader which is in the class. He and others thought that if the instructor could treat me wrong so could they.

- The training was excellent, but in the field the rookie Firefighter should have a mentor.
- At Fire Station ____ I was trained sufficiently. The Captain said I would make a good Firefighter and when I got to Fire Station ____, I could not do anything right in the eyes of the Captain.
- No, the Academy did not prepare us for "real life" or "field" situations. More effort should be made to create simulation models (perhaps a single family dwelling), instead of the existing method where only perfect conditions exist. Also, since emergency medical calls are prevalent, E.M.T. should be reviewed (only for serious trauma) more extensively prior to graduation.
- Yes, certain people seemed to be favored. Example, if you were a quiet person, they immediately thought that you had no interest, or if you were a smaller person they would intimidate you and say that you weren't big enough or strong enough to be a Firefighter.
- Sometimes staff, meaning other Firefighters tried to confuse

probationary Firefighter while giving a drill, the other Firefighters who knew each other always tried to embarrass the probationary Firefighter. More taunting of the probationary Firefighter was done than actually training the rookie.

- The Academy was very structured and kept you on course. In the field I was continuously told that I should remember everything from the Academy.
- The Academy training was very black and white; I felt very much like a robot, that we were there to following directions and not to think. Then you get to a Station where its think on your own. They teach the basics but not how to put it all together.
- I feel a lot of time was wasted seeing how much mental and verbal abuse I could tolerate, instead of focusing on the job of Firefighter.

Summary of Follow-up Interview Comments:

Several persons commented that training at the Academy did not prepare the recruits for life at the fire stations. It depended on the environment/atmosphere of the fire stations that these rookies reported to and how busy the stations were. Training at the Academy was regimented, either provided to the class as a whole or to groups within the class.

Training at a station house was provided individually to the rookie, and differed depending on the Captain in charge.

Some people mentioned that the instructors at the Academy and the instructions that they provided were good, sufficient and thorough. One person commented that, when he was having problems in class, the instructors gave him advice and taught him special techniques to study so he could improve.

One person commented that the 15-week training program at the Academy was too overwhelming and should be lengthened to at least as long as the Police Department's EMT programs which are traditionally much longer and more thorough. It was noted that the Academy consisted of a lot of men who knew their jobs extensively but could not teach, demeaned the recruits, and didn't give them any chance to learn. The information that was focused in class was not information that was covered on the exam. In general, it was believed that women could not complain about inadequate training because they would be considered as making excuses for their lack of ability.

Another person said that if she did not do her flash cards properly, she would be made fun of and told to do it right at home. When she finally did her flash cards right, she was told by the instructor that she needed to buy ice cream for everyone - it was a tradition to treat others if one finally did something right. A second person commented that he had two instructors who didn't like him at the Academy. They would test him not just for the basic information, but more extensive information - beyond the level that

was told to prepare for. Other people were tested for the basics only. He said the black group was treated differently, and the females were treated very rough also. Another person said that the training class he was in was one of the most dehumanizing and demoralizing experience he had ever had. Another person said that females have been fired for the most part because of the ladders, and didn't understand why the FD did not focus on helping women in this area.

Rookies had different experiences at the station houses depending on the Captain and where the station houses were situated. One person mentioned that there was a lot of information to learn, but there was no reason a rookie could not pass if there was a mentor assigned personally to guide the rookie. There were several people who had negative experiences at the station houses. One person said that her Captain gave up on her and stopped training her and giving her assignments when he felt she couldn't cut it. He didn't think women belonged on the Fire Department. Another person said that she was deliberately set up to fail at the station houses. She was tested and evaluated, but never really trained. A third person felt that he had to do more difficult drills in training - such as more roof construction drills which were very difficult. He was subjected to drills set up to fail him. He felt the other people were out to get him. There was a comment by another person that he worked for a Captain who would give him difficult drills, wrote him up regardless and never explained what he did right or wrong, which totally frustrated and confused him.

5. Did you perceive problems in the manner in which you were:

b. Evaluated:

Survey Comments:

- Every week I was evaluated about my grades. I was counseled and given a Form 1104 about my academic, physical performance and manipulative skills. However, when I was terminated they never wrote me up about my weight.
- Yes, they seemed to look for the little things in certain people. Made you sign papers even if you didn't agree with them with intimidation.
- My evaluations were false and prejudice.
- Evaluations were very critical. At times even the slightest mistakes were documented. But, overall they were fair.
- Definitely! Anything I did which was not up to their standards, I was definitely going to hear it. But when my performance was perfect - they would not even mention anything (they claimed you are suppose to be perfect all the time) (2 Captains). I was being intimidated half the time.
- My evaluations were unprofessional and unhelpful. I'm attaching

one of them by someone who couldn't conceal his personal feelings towards me.

- I think I was evaluated harshly at Fire Station _____, some of the remarks were legitimate but some were exaggerated.
- The evaluation (F-1142) is a very grey area. We are rated in 54 areas in 5 categories and then the overall evaluation. Nowhere in the manuals does it explain how to get to this factor. This is very important in my case because I still may have had a job today.
- Evaluations were not fair, there were certain sections in the evaluation, that should not even have been used for evaluating rookies.
- My evaluations were always very poor. I was always told that I would be terminated if I did not improve.
- My experience in each Fire Station was strictly an evaluation and no training.
- Very fair.

Summary of Follow-up Interview Comments:

Many people felt that their evaluations were not accurate and oftentimes misleading. Several felt that the evaluations were written up in a certain way, with a purpose in mind (eg. termination). Some felt that they were written up constantly, even for very minor things.

Most of the rookies, when presented with negative evaluations although they believed them inaccurate or misleading, were afraid not to sign his/her agreement. Rookies were taught in the Academy to follow the directions of the Captains/superiors no matter what, because they knew best. Therefore, many of them signed various documents that were detrimental to their personnel files without protesting the inaccuracy/invalidity of the contents. Then, when enough documentation was accumulated to warrant termination action, it was too late to protest or rebut.

For those who rebutted at the time, it did not do any good because it only worsened the situation, showing the Captain that the rookie had an "attitude" and could not accept orders/criticisms.

6. Do you believe that factors other than your performance played a role in your separation from the fire service? (Please explain)

Survey Comments:

- It was very clear that how well you tolerated the games and harassment was far more important than job performance. I didn't tolerate them well, and that more than anything else brought about the end of my career.
- Sure!! My race, nationality (even though I'm an American Citizen), beliefs, don't believe in having to kiss (rear ends) of personnel in order to keep job.
Note: Captain a couple of times in my presence will call Hispanics "stupid Mexicans."
- Yes: I feel my career as a Los Angeles Firefighter was cut short, not because of my lack of abilities or lack of knowledge. But in spite of it. i.e. the ability to have a skill to write and the knowledge to apply it to the right form (225) at the time I needed to cost me my job.
- Yes, although my separation was in my control, I would have continued my probationary period if the work environment would have been better during my first field assignment (Fire Station).

- Discrimination, lack of help from others, and perceived as a hazard.
- I'm not sure if this is coincidence, but at least six blacks beside myself were fired or resigned during the same period that I did.
- Yes, I feel that being a minority didn't help me.
- Yes, my performance played a big part.
- I am assuming that in stating "factors other than", you are alluding to discrimination--either gender or racial. To this I was not subject to. Early in our training we were given a fifty-eight page binder on sexual harassment training. The binders were handed out and that was it. A bit later a guest speaker, a Captain, gave us a twenty minute talk on racial sensitivity. I was astonished. This twenty minute talk, convoluted at that - and the binder was the sum training on how to avoid discriminating against anyone. There were females in our class. They were often the brunt of unfair jokes and were spoken of in jest by not only some of my peer recruits, but by some of the peer Firefighter instructors. Perhaps if we recruits and some of the peer firefighter instructors had undergone comprehensive racial/gender sensitivity training, the latter would not have played out. We were nearing graduation and were given the O.K. to visit the station of our first assignment and get familiar with the shift members. Me and the Captain were alone in his office. He said that because of my race I might expect that certain individuals will not like to work with me.

and that I must let this "roll off my back". He then went on to say outright that he did not feel females have any place in the department. The City I feel must employ a more intensive/comprehensive gender/race sensitivity program.

- I am not going to deny that my performance at times were not acceptable, but the majority of the times they were. Other factors that played a role in my separation were the staff.
- Yes. I was harassed by a member at Fire Station ____ continually.
- Some factors that played a role in my separation: the fact that I was a female (my second Captain said there was no place in the Fire Department for females) and my size. I truly do not believe that the last two Captains I had had any interest in my success through probation or as a firefighter.
- I believe the proverbial package built against me played a major role.
- Yes, even though it was my decision to leave, I never really got to determine if I could be a good Firefighter due to the abusive atmosphere.
- Definitely learning about so many hazards that I was unaware of were shocking to me. I wasn't prepared for the films seeing Firefighters losing their lives.

Summary of Follow-up Interview Comments:

Many people mentioned stress, pressure and harassment primarily from Captains in charge. It was perceived that the Captains and sometimes other Firefighters wanted them to fail, and so set up situations where they failed no matter how hard they tried. For every mistake, even trivial ones, F1104's would be written up and reflected in the evaluations. Oftentimes the evaluations were so negative (sometimes allegedly blatantly false or misleading) that the personnel package would build up to such a point that when they were terminated, there was no viable recourse. However, if one tried to rebut, it was not well received because it was something that one does not do in the Fire Department. Some attributed the situations to the fact that they were females or minorities or both. A couple of people mentioned the fact that they were rookies and, therefore, different from the other Firefighters already on the force. The pressure, pranks and attitudes created such a negative environment that they didn't want to stay.

One person mentioned that she was told that she was fired for cause; however, she felt the real reason for her termination was her race (she was black). She did not feel gender played a role in the termination, since the other 3 Caucasian females were treated like "princesses".

Another person mentioned that she was terminated because of her strength, which was false. She was physically the best among all the women from her class, and physically at the top of the entire class at the Academy. At the fire stations, She felt that she was discriminated against and set up to fail.

because she was a black woman. She was written up for lack of strength (Nights were normally reserved for studying. However, she would be given drills from morning to night so that, by night time, she would be so tired that she would not do well on a specific drill and they would write her up for it).

One person resigned because of the pressure placed on him by the other Firefighters who were in collusion to force him off the job after his injury which he attributed to his supervisor's inappropriate instructions.

Another person resigned because of pressure from his Captain about his lack of mechanical skills. He felt that the Captain was constantly on his back for no reason and tried to make him look bad. He felt that, if one messed up one time, then everyone seemed to go after him. He felt one has to fit a certain profile to do well/be accepted - mechanical, does "guy" things (eg. fishing), kind of fraternity, truck drivers, handy man around the house, really hands on kind of person.

One person (black male) was terminated because of not meeting the standards. However, he said he was terminated because there was one Captain (Caucasian) who went out of his way to make life miserable for him. He felt the Captain had a mission to get him out of the Fire Department. The Captain made him feel as low as he could get, writing him up for everything and corrected him for every action, but wouldn't explain why. There was one day that he was written up 15 times, 5-6 of them were safety reprimands. Even when he was

right, the Captain still corrected him so that, over time, he felt so misled and confused that he didn't know what was right or wrong. He signed all 11 reprimands because, as a rookie, he was afraid not to sign - didn't know he had any options.

One person commented that he was terminated for poor academics even after he had passed the written final. He felt he was targeted because he was black. Another person said he was terminated for not meeting the standards, however, he felt that he was terminated because of his rookie status, because he was black, and because of his rebuttal. One time he received an inaccurate F1104, and so he wrote a response rebutting it, which angered the Captain. At the same station, he was told by one Captain (Caucasian male) on a different shift that "you are slowly growing to be a pain. I don't want to see your Black ass make it anyway." An Engineer told him "this used to be a country club until women and this equal rights bullshit started."

Another person mentioned that she was terminated for not meeting the standards. However, she felt that the real reason was for illegal causes. The Captain recognized her efforts but told her it wasn't good enough. However, he refused to let her work out in physical training everyday although other members were allowed and it's stated in the manual. She did not question this action because she was in training and was supposed to follow orders.

One person stated that she resigned because she didn't feel she should continue to tolerate the abuse that she received, that she needed a more supportive environment. She noted a peer instructor who constantly berated

people, embarrassed them in front of others, and caused anxiety about asking questions for fear of being made to feel stupid. It was also reported that one Captain said that "you women are not wanted here and you're very lucky to be here." She felt that the eight months selection process was the screening process and wasn't prepared to continue in a "screening". She found that female Firefighters being required to have haircuts above the ears and wearing male uniforms to be very offensive, and contrary to the heavy recruiting message inviting women to join the FD.

7. Who made the immediate decisions concerning your retention?

Survey Comments:

- The training staff and the Assistant Chief of Metro Training Academy.
- Myself.
- The Battalion Chief.
- Captain.
- I'm sure many people were consulted.
- Captain in charge.
- All staff.
- I believe it was Chief Anthony's recommendation.

Summary of Follow-up Interview Comments:

Of those who were terminated, most said that it was the Captain in charge writing the evaluations. One person mentioned an Assistant Chief, the Assistant Chief's assistant (a Captain), and her immediate supervisors (2 Captains) who met with her to terminate her. One person felt the Battalion Chief orchestrated the negative situation leading to her termination. Another person said the Captain and the Engineer. One person said the Division Chief did the actual termination, but the evaluations were done by his Captain, influenced heavily by another member.

Of those who resigned, one resigned for personal reason. Three people resigned because of the pressure and harassment.

8. Do you have suggestions about changes that you feel would have enabled you to complete your training?

Survey Comments:

- Yes, assign a Senior Firefighter with the probationary Firefighter. Have more communication. Train members to open up more to rookie Firefighters.
- If I would have served a fresh cup of coffee to Captain, every morning. If I would have washed his personal vehicle once a week, definitely, these two, would have retained my beloved firefighting job.
- Stop all the nonsense at the stations and treat the trainee with some measure of respect. I was treated badly. For the short time I was there, I devoted my life to the Fire Department; I deserved better treatment.
- None: the problem was in my marriage, which has expired.
- I did well at Fire Station ____ because it was a comfortable environment, the atmosphere was different at Fire Station ____, I know this played a part in my resigning.
- That other Firefighters stop harassing the new recruits. I felt when

I got to the Fire Station ____ that they expected a 5 year veteran than a 6 month Rookie.

- If the Fire Department was not bias to certain people it might be fair. But, from what I have seen and dealt with it is hard to believe.
- I should have been reassigned to a Fire Station that was willing to train a hard worker into an excellent Firefighter.
- Yes, more training in the fire house, and less antagonizing by staff of probationary Firefighters.
- I have been terminated not knowing in my own heart whether or not I could have been a satisfactory Firefighter. Prejudices were formed that prevented these supervisors from being open-minded and evaluating me fairly. There needs to be more captains like Captains _____ and _____ on this Department that bring out a Firefighter's best qualities and work on the others.
- Yes, but wonder if they would be applicable to a department with a "good ole boy" mentality.
- For me, counseling would have been good concerning the hazards and might have put me at ease.

Summary of Follow-up Interview Comments:

Recommended solutions to the identified problems could be categorized as follows:

1. Have minority rookies report to minority Captains, if possible, or at least have minority co-workers, and at least one other female in the fire station with a female rookie, to provide support and fair play. Have a ethnically mixed fire station.

2. Make sure rookies fully understand their duties. Allow for more training than evaluations to be done on rookies - allow for a more learning-conducive environment. Should emphasize basics in training. Create a standard for all rookies out in the field for the Captains to follow so a more objective evaluation can be conducted.

3. The trainers should be evaluated on their ability to interact with people of different ethnicities and genders. There should be a mix of instructors with different backgrounds and of different ethnicities/gender to provide for a true reflection of affirmative action.

4. Should emphasize equal testing, allowing no special privileges for women (e.g. no written test, help with interview preparation) - felt special recruitment efforts were a waste. If women were interested in the fire service, there is a big enough group out there that those who are interested would make themselves qualified and competitive. This would avoid fingerpointing at them for receiving special treatment.

9. Do you have anything to add?

Survey Comments:

- I loved every moment as a Los Angeles Firefighter.
- I would have loved to be a Firefighter, but the training was geared more to make me fail than succeed. The instances of harassment were so plentiful it would take many pages to describe it. It seems incredible, after investing so much money in my training, that the City of Los Angeles would sponsor such poor training.
- It's amazing to see how hard I worked to get this position, and nobody cared that I was quitting. I lost a job and a family over this.
- Get rid of the traditional attitude toward rookies and make the Fire Station a welcome place.
- The whole arrogant attitude of the Fire Department needs to change (except for some very professional people in the Department.)
- I feel the selection process for Firefighters lends itself to nepotism. What I observed was that a high percentage of those in the recruit class were in some way related to a member already in the department. Recruits had fathers who were Captains and Chief officers. Several had brothers or uncles who were already on the job.

The pattern seemed to repeat itself out in the field as well. Three out of the first four Firefighters I had met/worked with all had relatives in the department. Clearly, having a relative or a member of one's extended family already on the department could obviously be construed to be an unfair advantage--both in getting hired and in how one is dealt with in the field.

- I was not a slug. I worked very hard on the job and continued to study off the job. On days off I would study at Fire Station ____ and receive more help from Firefighters that were friends.
- My opinion is that the whole female recruitment process is a waste of money and time. I am not sure what the Department's goals are, but from my point of view all it looks like is that you made the effort to get them to the agility test, to pass the interview, into the Female Tutorial Program and then dropkick into the drill tower/fire station with instructors and supervisors that resented how we got there in the first place. In turn it leads to a hostile work environment and discrimination.
- It has been almost 5 years since my separation from Los Angeles City Fire Department. I still feel to this day I was treated unfair. From day 1 in my first fire station, I was antagonized, taunted, and also racially put down by certain Firefighters. My Captain told me himself that the Battalion Chief said every little thing I do wrong document. The reason was to build a case against me to fire me. The L.A.F.D. is

a very traditionalized Fire Department, if you do not fit in your not going to get in. Some of the other probationary Firefighters were lucky in my opinion. Example: If you were in the marines and your commanding Officer was also, you were sure to pass probation. I went to so many fires and performed well, and also was commented on how good I did, but those times did not matter when evaluations were made up.

- I feel the LAFD is losing a lot of good people through this type of training process. I have many accomplishment in my career and am a quality person, and refuse to tolerate this kind of abuse.
- I've contemplated coming back since I know I'll help a person in need regardless of the hazard. All in all I loved the whole experience of the job and I had a very difficult time leaving it.

Summary of Follow-up Interview Comments:

Many of the persons commented that their experience as a rookie at the Fire Department was a stressful, dismal one. They mentioned that they were looking forward to working in the fire service not just as a job, but something more - a career, a dream come true. Many of them sacrificed their personal life, etc., just to get into the Fire Department. However, many of them left (terminated or resigned) totally disillusioned, drained by the negative experience they had. They felt that they had no place to go to

voice their frustrations and that, as a rookie, they could do nothing but comply and put up with directions given them. For those who did voice their differences or disagreements with their Captains' opinions or evaluations, it did no good and sometimes even worsened the situation for them. They felt that they were cheated out of a job/a career with the Fire Department.

Many felt relieved that they were given the opportunity to voice their opinions with this study, and hoped their input would improve the process for the next minority/female rookie.

APPENDIX C

INTERVIEWS WITH MEMBERS OF THE FIRE SERVICE

The Personnel Department conducted interviews with 68 members who indicated an interest in discussing the issues raised by the City Council's motion. Not every person had input on every issue for a variety of reasons, such as lack of familiarity with a process or procedure, or no particular opinion either way. Some issues that came up were not a part of the motion but arose frequently enough that they were included in the statistical summary.

EXCERPTS FROM FIRE DEPARTMENT INTERVIEWS

Abbreviations

FD = Fire Department

FS = Fire Station

PD = Personnel Department

FF = Firefighter

1. RECRUITMENT

- Minorities are not being successful because we're not targeting in the right places. Those that come into the Fire Service with some type of exposure are qualified. The Explorer program produces good, qualified Firefighters... should expand the program

- Women who are not qualified do not make it because of strength issues. Need to target women who have the strength required to do the job.

- The ethnic population in the City has changed because of busing, crime, violence in the schools, lack of discipline by

RESULTS OF FIRE DEPARTMENT INTERVIEWS

T = 68

	EFFECTIVE		NO		TOTAL
1. RECRUITMENT	5		26	*2	33
	FAIR		NO		
2. ENTRY LEVEL EXAM PROCESS (OVERALL)	1		2		3
A. ENTRY WRITTEN/ORAL	2		2	*2	6
B. P.A.T.	1		6	*3	10
C. BACKGROUND	1		8	*1	10
3. ACADEMY TRAINING	8		22	*6	36
4. FIRE STATION ENVIRONMENT					
A. FEMALES	9		21	*9	39
B. MINORITIES	10		37	*4	51
5. TRANSFERS AND ASSIGNMENTS	13		35		48
6. PAYGRADE ADVANCE	4		15		19
7. PROMOTIONAL EXAM PROCESS	13		15	*2	30
8. 3 WHOLE SCORE	1		18		19
9. TRAINING/EMPLOYEE DEVELOPMENT	5		31		36
10. DISCIPLINE	3		31		34
	YES		NO		
11. NEPOTISM	41	**7	1		49
12. CRONYISM	38	**4	2		44
13. POLITICS	13		2		15
14. DIFFERENTIAL SERVICES TO COMMUNITIES	13		3		16
15. RESPECT/TOLERANCE FOR DIFFERENCES			27		27
16. OTHER					

* FAVORS MINORITIES/WOMEN
 ** NOT A PROBLEM

parents and schools, resulting in "white flight". Therefore, the residency requirement deprives a lot of good people from getting on the FD. Blacks and Hispanics in the City are not always the ones FD wants. Maybe the FD wants people outside the City more.

- Minorities need to be better educated about the job and to have better backgrounds to learn the job. The better educated minorities are not interested because this is a "hands on" type of job. These minorities are sought after for other higher paying jobs anyway. Minorities who have the ability or background in more hands on type of work should be targeted.

- Never saw posted recruitment information. FS's only open on Fire Service Day because they are required to in minority neighborhoods.

- Recruitment has been reduced to a "numbers game", and the focus on numbers has a divisive effect. Recruits are misled to believe that the hiring process is rapid. Recruits should be given more explicit information about the hiring process and what's involved in being a FF.

- FD could demonstrate, provide recruits an opportunity to try, and suggest ways in which to prepare for the PAT and interview.

- Recruitment should include information to potential candidates about the standards to be met, because it's fairer to the person and to the FD.
- Recruitment presents lots of opportunities for minorities, especially for blacks. It is easier to get into the fire service. Much shorter time required.
- The general feeling among the Caucasians is that recruitment is poor, bringing in minorities and females who are no good. This is very negative.
- There is a lack of quality in the recruits coming in. There is a worry that recruits are slipping through the cracks and becoming a member but not being qualified for the job.
- Asians are not included as part of the recruitment efforts. There are not enough Asian officers, especially in Korea Town. Blacks have received the most efforts in recruitment.
- FD is doing a pretty good job in recruiting minorities/females; it's a necessary evil. There are some attrition rates for minorities and females. There is a perception that standards have dropped to accommodate AA.
- The recruitment efforts for women are fine. The efforts are

not as strong for minorities as a whole.

- Department doesn't want inner-City Hispanics or Hispanics with accents.
- Recruit minority and female rookies from colleges, and continue fire safety classes at public schools to interest young kids in the career.
- Should get rid of the residency requirement.
- Money should be spent where more viable females could be recruited who have a better chance of being successful. Places to look include military bases, colleges and universities with strong female athletic programs and gyms.
- Recruitment takes place on a daily basis. People from the FD are encouraged to use every opportunity to recruit from the communities surrounding the FS.
- FD relies on FS to recruit. The problem is that, since few minority FF's are in the inner-city, there is little interaction with the surrounding community. Because they have not built a rapport with the locals, they can't effectively recruit them.

- FD should have a culturally representative recruitment unit.
- The people currently being recruited are not capable of doing the job - gang members, drop-outs.
- Recruitment emphasizes the benefits of being on the FD, not the disadvantages - the seriousness of the job.
- Recruit in grade school for the job. Education is essential.

2. ENTRY LEVEL EXAM PROCESS

A. ENTRY WRITTEN/ORAL

- Test regularly so that Caucasian males don't have to wait for years to be allowed to take the test, so that everyone can take the test regularly.
- Personnel Dept rep on the panel keeps the FD rater "honest".
- The selection process is fair. There is no reverse discrimination. The quality of the people coming in is fine.
- There is negative publicity about the 5000 or so whites who were not being tested. This is the failure (failed in responsibility) of someone in charge to explain what happened.
- 50% whites and 50% non-whites are processed. The whites are better prepared.
- It's unfair for females and minorities to just walk in and take the written test, while Caucasian males have to wait years to get scheduled for the written test.

- There should be separate eligibility lists by race/gender.
- Need to test for mechanical aptitude.
- FF's should be told when testing will be held approximately 6 months prior so they can provide accurate information to potential candidates.
- The FD should only take the people at the top of the list regardless of the numbers or the ethnicities. By going lower on the list and having separate lists, it's a disservice to everyone.
- Everyone should be required to take the entry level written exam; no waivers.
- Majority notify cards are not used or are being discarded.

B. PHYSICAL ABILITIES TEST (P.A.T.)

- The standards have been lowered somewhat in order to expedite hiring of women and minorities to "meet quotas". For example, the physical test of upper body strength (lifting ladder) changed because it eliminated too many women.

- Some have heard (unverified) that Caucasian FF candidates are being unofficially trained for their P.A.T.'s for the upcoming FF exam at Valley stations. There are 2 other drill towers: #40 in San Pedro and #89 in North Hollywood.

- The P.A.T. is not reflective of requirements on the job.

- Many women do not have upper body strength to throw the ladders. The PAT is weak and not as job-related as it can be.

- Recruits are not as physically prepared as they need to be.

- At the PAT for men, everyone watches the candidates do the test. At the female PAT, only another woman watches

and they let the women pass.

C. BACKGROUND

- Background investigators stretch to get people disqualified; they really nitpick. Usually this happens to African-Americans and Hispanics. If the candidate pursues the disqualification, the appeal is usually granted.
- The factors that FD uses for disqualifying folks are overly strict and non-relevant.
- The problem is with the background portion of the exam. I was once told by background interviewers that I lied when I told them that I was not fired from a previous job. They said my former employer told them that I was fired, which was not true.
- Background standards should be much stricter.
- Allowing drug users in is creating disciplinary problems.
- It's too subjective. A relative of a Captain or Chief officer will always pass. It's subjective how they weigh information.

3. ACADEMY TRAINING

- I was picked on because I had challenged the system and, as a result, they believed that I wasn't a team player.

- The standards for entry-level Firefighters have been lowered. In 1980, there was a 10-week training program. Now there is a module training program, and I don't agree with "recycling" candidates back through the modules if they can't pass.

- Minorities and women are recycled 2-3 times through the program when they should have been terminated. The perception is that Caucasians with deficiencies don't last as long as minorities and women. The marginal minorities get into the system and last longer when they have no business being in the field.

- Testing was very subjective, depending on who was giving the test.

- Retention could be improved by providing candidates with greater understanding of "what the job is about". For example, Phoenix FD produces detailed information regarding requirements and responsibilities and what an individual can do to prepare him/herself.

- I was told by some of the trainers to the face that I won't be able to cut it.
- Trainers' attitudes are okay.
- It is a lot harder for new folks coming in. The program is more technical, EMT is required, etc. Drill towers are harder.
- When I joined the FD, there was no assistance or training classes. One either makes it through the drill tower or he doesn't.
- Training Academy should do just that, "train", to give every person the opportunity to pass.
- Training at Academy is good now. Females are treated fairly and new staff is good. !
- The FD recruits people, but once they are in the Academy and throughout probation, the FD's main objective is to get rid of the same people.
- Emphasis should be on teaching Academy staff how to train and prepare people for firefighting, and they should keep their racist behavior quiet.

- Instructors are outstanding and fair. This is applied equally to everyone.
- Tests are scored subjectively and not allowed for review. Refuted findings cannot be challenged.
- Trainers train through intimidation, humiliation and degradation. They can fire anybody they want to fire.
- The drill tower is a better learning environment now since there is a more lax atmosphere. Yet this is not good because the recruits are not being taught how to react and respond in a paramilitary fashion. The recruits now have to learn more than they had to 20 years ago.
- While I was in the drill tower, I was instructed not to visit other FS's as their trying to help a recruit may confuse the recruit. Therefore, I didn't. Others who were in the know (Caucasians, people with relatives on the Dept) went to other FS's anyway and they received additional help that made them excel.
- Observed gender discrimination when a female recruit was deliberately terminated by a Captain who was a "hatchet man".
- The FD allows white women with less strength and agility to

be pampered and coached through the Dept.

- When going through the Academy, the Caucasians knew what was going on because of relatives in the FD.

- Academy is easier for women; relaxed physical requirements during training.

- Need to assess real needs of a FF and base training on that.

- There is no history of fire service employment in minority areas, so they're at a disadvantage.

- Relatives have helped each other not only through FS exposure, but through avocations - sailing (tying knots) building construction.

- They don't teach techniques in the Drill Tower that will help in the field.

- Efforts are not effective because of the Academy environment. There is no training and no interest. Administration puts trainers in with mindset to "get them".

- They need to train people. The Academy is accelerated; if you don't have a background (family, friends, special

education), you are entering at a deficit. The things they mark you down on are related to exposure more than anything else (foreign terms, new skills, new environment).

- The Drill Tower process is more demanding than ever. For instance, they used to just throw the ladders up. People are afraid of making mistakes and are always confronted with negativity.

- Blacks are subjected to racist attitudes by peer group instructors. Captains were aware of the situation but never did anything.

- Training Academy needs an overhaul.

- Need to clarify standards.

- How are the instructors trained to teach? Do they base it on how they learned as a Recruit? There is an attitude to wash people out and not train.

- Is there adverse impact in practices?

- Are instructors sensitive to diversity or trying to mold into behaviors that have nothing to do with performance (personal preference)?

- The manipulation skills problem is one of exposure. If it is a concern, they could set up manipulation training if there is a commitment.

4. FIRE STATION ENVIRONMENT

- At some stations, the Captains test rather than train. Recruits are put in situations that are not job specific.
- Each station has its own set of Department standards. There are no standards in writing. It depends on who is doing the grading and who is being graded.
- There is a lot of tension in the fire stations. The tools of horseplay and bantering, which are no longer permissible, helped FF's de-stress. Now, FF's have to be more defensive in what they say and do.
- I hear a lot of complaints by white FF's (e.g., "LAFD is going to shit"; "Mexicans, Blacks and women are going to take over the Dept"; "Manning has no balls"; "she is a bitch"; "she is a lesbian"; and "women can't do the job"). There are just a few folks who are doing this. They usually stop once they know the remarks are not welcomed.
- There is a need for a standard method of training and evaluation in the fire stations so recruits don't get disparate treatment by different Captains.
- Direction is given from high up as to where to send rookies.

Some fire stations are racist/subversive where certain rookies are deliberately sent.

- The staff is reflective of the Captain's attitude. The Captain controls his crew's attitude.

- There are many compassionate people in the FD, but the majority has a macho male attitude.

- The crew of the fire station determines the cruelty level one will be subjected to. The macho of the machos comes from lack of, or wrong kind of, leadership in supervisors.

- There is a real need to improve training methodology, to teach Captains how to be better instructors.

- Most guys are okay regarding affirmative action, but a minority are problems and certain stations are gathering places.

- Everyone is treated equally.

- The environment has been positive for females and minorities, and everyone tries to get along.

- FD should train all the newly promoted Captains together

before allowing them to take over a station, to ensure consistency in operation.

- Some Captains have a personal bias against females and minorities, and so make them do more chores and work on certain apparatus. They critique the females more even if they are performing at the same level as the Caucasian males. This is fairly prevalent.

- It's normal for the group to poke fun at a rookie. If not, then they may not accept the rookie into the group. Can't recall a situation where the "kidding around" was not well received.

- It is a fact that there are certain places/stations that are known to terminate rookies. The person's destiny can be determined when they leave the drill tower based on their assignments. Either the first or the last house will seal a person's fate. Any of these houses works to "pencil whip" rookies and screw up their confidence.

- I correct people that say offensive things, and have been alienated and ostracized by people when this happens.

- Rookies are taken through proficiency exams to make sure they know their stuff. I don't believe that there are any

Fire Captains who would put their crew in a risky situation needlessly.

- Some stations are harder to go through because of the demands of the station and the individuals that work there. There are no "rookie kill" houses. This is just a place where people come to train and document problems.

- Most rookies are not being adequately trained according to the manual. The hazing helps them to develop self-control - a tough skin that helps to deal with the rigors of the job.

- There is a "new minority" in the FD called a "Bradley FF", anyone who has benefitted from the AA programs. This term is not only based on race or gender, but ability.

- The first day on the job, the Captain and the crew tried to sabotage me by giving me the wrong information about drills. I learned to double-check anything I was told at a FS.

- People would offer to help in front of the Captain, but when approached later, they didn't really want to be bothered.

- There is harassment of rookies because they have to pass their probationary tests. Women are treated differently. They are pampered and babied.

- Cronies get people into stations who have businesses together and socialize away from work and support each other, whether right or wrong.
- The culture in fire houses is that these jobs belong to them (whites) and their relatives/friends.
- There is a drinking culture and they will ostracize others who don't drink. The FD supports this.
- In a Battalion headquarters station, the Battalion Chief ignored incidents of racial comments and harassment.
- Captains ignore situations and are not given time when incidents occur.
- Some Chiefs are the same people who engaged in negative behavior.
- There is a belief that their relatives should be on the Department and can't get in because women and minorities are being hired.
- Lack of education, ignorance, and fear are causes for attitudes in station.

- Dinner conversations are filled with racist comments and derogatory comments. Captains sit at the table during this.
- Captains don't address problems of race and sex.
- Captain sets the tone, as well as the Battalion Chief. It ultimately filters down from the Chief Engineer.
- The constant negative environment creates problems resulting in a form of post traumatic stress syndrome.
- FS try to separate minorities - pit people against each other.
- Captains don't separate friendship from responsibilities.
- "Standards lowered" - only said to minorities.
- Change must start at top because of attitudes and they are bringing up people like themselves.
- If the environment is improved, then productivity will improve.
- Captains have told people "you were just given jobs because of Affirmative Action and the Consent Decree."

- Make Captains accountable for training. Don't reward bad ones.
- Captains only let certain people get training (not necessarily based on race) - let pals(?).
- There is movement out of the FS because of the hostile environment.
- Learning environment in field is tough. There is no support and information is withheld.
- If they don't fit in well, they are harassed. They are judged on cultural interests which lead to exclusion.
- It's a small percentage doing these things (discrimination) and messing things up for others.

A. FEMALES

- The way the Fire Dept handled the first women aggravated the situation. The Fire Dept made a big deal about the whole thing.
- Old-timers appear to have greater difficulty adapting to women than to minorities.
- Females are treated rougher: resentment ("You made it because you're a woman") plus exclusion ("This is a man's job.")
- Some fire stations have the reputation for being particularly hard on females.
- The FD should return to full dormitories; "dormettes" lead to exclusion of women and loss of camaraderie.
- The FD says one thing and does another with respect to females, but does not really want them there.
- There are video tapes floating around called "Female Follies". The tape shows females falling down, dropping ladders, etc. at the Academy. If they knew a female had a problem doing something, they would video tape her.

- There are females in the FD who can't do the job. But if one mentions anything about it, the person will get into trouble.

- There is a biased perception in the FD of what a good FF should be. Many folks are deadset against having female FF's in the Dept.

- There are few females who are qualified to be FF's. Males and females are socialized differently. To get a qualified female FF, one needs to start preparing them for the job at 2 years of age.

- Caucasian males treat the females poorly; other minority males treat the females less poorly.

- Females can expect 4 different types of responses in the field: (1) Males who don't like the females on the job regardless of their abilities; (2) Males who stay away from the females for fear that the females have certain attitudes (i.e., you can't do anything to me because I'm a woman); (3) Males who accommodate the females and don't let them do their job; and (4) Males who treat females like a professional fellow co-worker.

- The majority has accepted women in the fire stations. However, the men are on guard against the potential claim of sexual harassment.

- The quarters are not adequate because they were originally built for all men. The FD should provide separate facilities for men and women. There is a need for privacy in the shower/changing room/bathroom areas.

- Females are not as physically strong. Top women are not the same as top men although both groups may be qualified. About 90/95% of FF job is physical and requires technical knowledge. Males are stronger in the mechanical area.

- Gender bias is typical in a job where women are few. Bias increases when they are not as capable.

- Women going through the process of pre-training and drill towers become physically fit. However, once out in the field, they are on their own in terms of maintaining their physical fitness, and much of it is dependent on the fire stations.

- Asian/Black/Hispanic women are treated very poorly, worse than others.

- I have not seen any female bias.
- Everyone watches the females do their drills and they are rated harder and have to perform twice as good as males.
- Women and minorities are often assigned to "rookie kill" houses.
- Women are treated bad on the FD, with minority women being treated as less than human.
- Some females are allowed to slide. Nothing is going to happen, so the Captains ignore the problem.
- Women file sexual harassment complaints or get married and leave the FD.
- Women are continually challenged about body strength. They always have to prove themselves. They are not shown all the different ways to do a specific job/task.
- If females were trained properly, they would be more successful.
- FD does give women a harder time. Have seen situations

where no one would talk to women after a fire.

- They treat white females differently, better than minority females.

- The attitude in the station is very poor, with negative comments about them.

- A common phrase used when a female FF makes mistakes or is having difficulties on the job is "Can't Understand Normal Thinking" (acronym CUNT).

- Sexual harassment and sex discrimination are rampant in the Fire Department, and the guys are not even aware that they are doing it.

B. MINORITIES

- The relationships between Blacks and Caucasians in the Fire Department are not consistent. There are pockets in the Dept which reflect poor attitudes toward Blacks. A lot depends on the Captain in the station to set the proper tone.

- Station ____ is a "hot bed of racism" and it has a nickname "Fire Nazis". Most minorities don't want to work there; however, it is a desirable assignment because they get the new equipment, it has big fires and it has a reputation of being a training station - there appears to be a lot promotions from that station.

- I have never observed a problem of racial bias in the fire station.

- There is racial animosity in the Fire Prevention Bureau. Why have Blacks "gravitated" to it?

- Since joining the FD, I have heard many racial slurs in the stations.

- The prevailing attitude in the FD toward minorities is that they are not qualified and do not have the

mechanical skills needed and things of that nature. In the fire station, the learning environment is not positive; the training is more to embarrass a person rather than to teach a person.

- There is no such thing as a fresh start at another station, unless the rookie is fortunate enough to run into a Captain who will evaluate the rookie on his own and not pay attention to comments sent ahead of the rookie.

- The FD has an unwritten policy of only 1 Black per fire station or 1 black per fire truck. This prevents "cliques" from forming at a station.

- The FD has progressed from bigoted to less bigoted. Many of the older people who used to set certain conditions have since retired, and the bigotry has moved from blatant to a quieter one.

- Hostility exists in the FD, to a lesser degree.

- Blacks are disenfranchised in the FD by others, but some Blacks may have done it to themselves. The same applies to Hispanics, but not to the same degree.

- Sometimes people use ethnicity as a defense for poor performance. This is destructive when it gets a lot of press.
- The FD is watching the Blacks because it is afraid of the Blacks getting together - they are a potential threat because they are more vocal.
- A lot of people feel minorities are given a free ride.
- A lot of whites are resentful of minorities/women coming in, impacting their way of life.
- Minorities are expected to be busy all the time, especially if they only have a few years in the FD.
- I heard racially offensive comments in front of two officers who didn't do anything about it.
- There is a perception that Blacks, males and females, are favored by the FD. Male Caucasians and Hispanics are becoming frustrated with this.
- Some Blacks have limited abilities so the FD can only have so many Blacks at a FS. Therefore, there is an unwritten department policy that a station can't have

over a certain number of Black males or any females because they can't do the job.

- FD has an unwritten policy of not assigning more than 2 African Americans per truck company (usually 6 people) and not more than 1 African American per engine (usually 4 people).

- There is a limit on the number of Blacks in a station; no limit on anybody else.

- Blacks seem older and more educated, and incumbents are defensive.

- Management gave a strong message to leave women alone but did nothing regarding racism.

- It is a good old boy system, and once you're pegged as a bad FF (more likely if you're a minority), the FD hierarchy maintains that opinion of you and it shows on the job. Your reputation follows you from station to station. Everything you do is under close scrutiny and is virtual harassment.

- Whites are not comfortable when there are too many Blacks. They have a problem when the numbers are too

high of other people.

high of other people.

5. TRANSFERS AND ASSIGNMENTS/ANNOUNCEMENTS

- The transfer process is manipulated and the entire process should be reviewed so that there is true equal opportunity to be considered for all jobs. There are some jobs which appear to be stepping stones to promotion. Those in positions in Planning, Medical Liaison, and on the 10th floor seem to be the ones who are moved automatically to the next position. These are historically key positions on staff from which minorities have been excluded. The Fire Department goes through the mechanics of a transfer process. Minorities can apply for these positions, but the reality is that they will not get these jobs. The effect is that minorities are reluctant to apply, to go through the humiliation of continually being turned down for these jobs.

- Seniority is the basis of assignments, and that is equitable.

- Favoritism is a big issue. The minorities are right when they say that they are not included for consideration of certain positions. There are not many opportunities to get there except for those with favored status.

- The Fire Department chooses who they want to put on light duty. (Cited incident of disparate treatment involving a

minority member).

- Most special assignments are announced by bulletin but not "plum" assignments in planning, training, operations and adjutant positions.

- The FD should open up the process by announcing the availability of positions to the entire Department and provide greater feedback to those who don't get selected.

- The racist attitude carries over to prime assignments and it has been only within the last couple of months since this study started, that notices of pending openings for choice spots were advertised.

- Everyone in the FD knows which battalions provide the high-profile assignments which enhance promotability. However, to get assigned to these battalions, one has to know the Captains who bring in their own friends and relatives. This was and continues to be common practice in the FD.

- Few Blacks and Hispanics get premium assignments (e.g., Planning, Operations, Adjutant to Bureau Commander). Instead, Blacks and Hispanics usually get obscure assignments which hinder their ability to promote.

- The few promotions that are given to Blacks and Hispanics are done for tokenism reasons.

- Blacks and Hispanics are in entry level positions only. They are not given choice assignments which enable them to promote, for example, special duty assignments.

- Seniority is the primary determining factor as to who gets an assignment. However, the "needs of the Department" are also considerations.

- Planning and Medical Liaison - folks just get picked for these positions. "Good Old Boy" network gets you into these spots.

- When positions open up through a teletype, everyone gets a shot. These positions usually open up as a result of a vacancy that is created.

- Special details are assigned to Caucasians or friends of a particular group (social, political).

- Everyone has to work hard. I don't believe a job is given to just anyone.

- The Chief must like and can work with the Staff Assistant.

This will supersede the pressure to select females and minorities for the job.

- Certain Captains are pulled constantly for special assignments. This helps with getting promoted, but it's not guaranteed. The pool should be open to a broader group.

- FD seems to rotate the same people through special assignments. It's a cycle. Management knows certain individuals can do the job, so they get selected for one assignment after another; this forms an inner circle, making these people more promotable. There are a lot of "yes" people in this group.

- Job announcements are in fire stations on bulletin boards.

- Previously the FD picked who they wanted to work on the 10th floor.

- Information such as job transfers, paygrade opportunities, training opportunities, etc. should be shown in daily announcements or on a computer network.

- Plum assignments include those at Medical Liaison, Arson, Disaster Preparedness and Planning. There is no criteria as to who gets selected for these assignments.

- There should be more consistency and set criteria for promotions.
- #1 criteria is the needs of the FD. Transfer and assignment policy is fair and consistent. Problems arise because people don't put their transfer requests in.
- The experience one gets determines promotability. The decisions on assignments are made by who knows you, and more importantly, who likes you.
- Staff Assistant positions are reserved for "select" persons, usually the children of officers.
- FD may have gone through the formality of issuing a bulletin but they already know who they want. Basically the Chiefs pick who they want.
- Not treating people properly creates "chilling effect".
- From the ranks of Engineer, Apparatus Operator and FF, the information about training, transfer opportunities or assignments are very open to everyone. Above these ranks, the assignments are more political. There is an "in-crowd", not a "race thing", but just the Chief's friends.

- There is a perception that a lot of people are being hand-picked for special duty assignments because they are being groomed for a promotion. This is not the case because there are so few volunteers, it causes a lack of representatives. 50% of the problem with the lack of volunteers comes from the disinterest in losing the money for working special duty. 50% of the problem was lack of information. Now these announcements go out over the teletype.

- Bulletins for special duty assignments/paygrade advancements are well publicized; "lame excuse" if anyone says they didn't know of availability.

- Someone in the "in crowd" asks a high ranking officer to be transferred to a choice assignment. FD would then circulate an announcement but there would be no interviews since the individual has already been selected.

- Choice spots/high visibility stations. If one does not get transferred into one of these positions, he will not get the exposure he needs to get promoted.

- There has been a significant lack of progress in the area of advancement of minorities due primarily to the fact that they are not given the opportunity to work in assignments which would prepare them for promotion.

- Special assignments which are key to advancement, but for which management does not appear to provide equal access: planning, training, operations and adjutant positions.

- Special opportunities are given to certain handpicked individuals to help them promote, but there is nothing available to prepare minorities, females, or those less desirable among the Caucasians for promotion.

- Guys with less time can go to busy fire stations.

- They say you need a well rounded profile to promote, but never allow you to work in assignments regardless of background (race).

- They have put people in positions who didn't request or want them, and there is no explanation of specific reasons why people who wanted them didn't get the positions.

- Have seen notices on special positions but the process is fixed.

- Bulletins don't arrive at the same time in the FS's.

6. PAYGRADE ADVANCEMENT

- The Personnel Dept needs to be involved in the paygrade advancement process. The Fire Dept can't evaluate people objectively or fairly.
- They "pay lip service to education," but in reality, education is not valued. Although they encourage education, the "higher ups" in the Fire Dept do not have higher education. They made it through the ranks by time in grade with little education.
- The pay-grade advancement procedure is unfair and subjective. People are pre-selected.
- The Captains are supposed to post the PG announcement, but it is up to the Captain as to whether the notices are posted or not.
- FD management should follow up with those who compete in the process but are not selected; provide them with feedback regarding strengths and weaknesses.
- "It is not an even playing field." Cronyism determines who gets a paygrade advancement.

- Announcements are just for show. One has to be picked by the Chief (e.g., arson, helicopter unit).
- The PG announcement process may not be entirely fair, but one has yet to see something better.
- Everyone has a fair shot at promoting. I haven't seen any old boy's network.
- There is a lack of communication in the FD and more communication is needed if there is really equal opportunity.
- Paygrade advancement is fair.
- Less experience and education are needed when the person is white.
- Should set written criteria of what FD is looking for so everyone knows this upfront.
- PG advancement interviews are not taped so even if challenged, it is your word versus theirs.

7. PROMOTIONAL EXAM PROCESS

- People are frequently counselled in terms of performance in the promotional process or evaluations with references, such as "you don't meet the standard." It is unclear what "the standard" is.
- There are still scars over Chief _____. It is believed that he bonused Blacks in the interview.
- Many minorities apparently do not try for Apparatus Operator or Engineer because they believe that they can't get a fair shake in the scoring. I believe that the scoring is based strictly on performance.
- The oral scores favor minorities and that is why minorities go for Fire Inspector.
- At Captain level and below, Caucasians generally believe advancement is no longer based entirely on knowledge and ability.
- Many women appeared to have been promoted after minimal field time, although they do appear to function competently in management positions.

- Minorities are pitted against each other in the promotional aspect. As more Hispanics move up, Blacks are held back, although some through their own fault. This is political maneuvering.
- The people who held the coveted assignments in the FD stood out in their civil service interviews.
- Outside raters at the level of Battalion Chief, but with experience as Engineer of the FD or Apparatus Operator, should be used for the Engineer of the FD exam. The exam should have set standards, and there should be at least 2 raters per exam portion.
- It takes time to be representative (of the community), but maybe no one expected this little progress in 30 years.
- The process is fairer and more equitable than FD's paygrade scores. However, the fairness of the Civil Service panel really depends on if there is someone "strong" on the panel.
- Keep hearing that minorities are being excluded from promotions. Maybe minorities are being pushed forward a little because it's time that it happens, but to date, the FD has promoted minority individuals whom I respect.

- Minorities may not have the study skills or the drive to test well.
- In the FD, one is on their own; there is no help to promote.
- The FD has been trying to recruit and promote more minorities over the past few months because of the City Council study in progress. There are 2 Blacks and 1 Hispanic in newly created community relations positions; done for window dressing.
- Should be based on qualifications, not race.
- Civil service tests are not job-related.
- Civil Service interviews are easy to manipulate.
- Internal boards should be balanced in terms of ethnicity for all levels. This applies to both the civil service interviews and certification interviews.
- Oral board raters are selected by Chief Engineer and all of his cronies, and they will then select who they want.
- Instructions should be provided on how to promote and what materials to study for each position.

- Overall, FD is a good department, but there is a lot of subjectivity in promotional exams (certification). Need to have a level playing field so people know what FD is looking for, and thus be more objective.
- Personnel Dept is fair in the civil service portion, but as the FD takes over, personnel actions become less fair (certification).
- WECK TECH consists of insiders and is allowed to work outside prepping people.
- A certain maturity level is needed for a Captain, which some younger folks don't have. Captains should have psych exams to see if they can tolerate females and minorities.
- Majority controls selection process by manipulating the practical (drive) portion of exams.
- Whites say that they can't promote because Blacks are being "given the job". This is not the case. There are only 30 Black Captains out of 500 Captains on the FD. This is only 3 per year for 10 years. There are fewer than 15 Black Engineers and 10 Black Apparatus Operators.
- City policy (Personnel Dept) has different types of exam

parts. Since some have practical and some don't, they are not equitable to everyone. Those minorities that don't do well on technical exams blame their inadequacy on the prejudices of the practical, which I do not agree with.

- Females are graded higher than males with much more experience (complaint against the Personnel Dept). Some of the promotions and assignments are more politically correct than morally correct.

- You have to talk to any Chief in preparation for the Captain civil service test. It is expected of Captain candidates. Eliminate this informal practice.

- You interview with Chief officers to find their philosophy (for Captain test) in order to find their pet peeves, management views - to get in with, and hope that you run across them on the board. It's viewed negatively if you don't.

- Just about all of the Chiefs' sons are Captains and above. Caucasians will automatically score higher on exams because of connections with relatives. They know the material and know the answers because of their experience and time, and share it with their sons, etc.

- How did the FD let WECK TECH go on? They let him as Captain use FD materials and charge people.
- Evaluators have been known to coach candidates while in the exam process.
- There is a pattern of promotion of people with racist views and behaviors.
- Captain's test is not job-related. There is not enough emphasis on supervision, judgement, delegation and leadership.
- Evaluate the competence of Special Examining Assistant to write questions in light of the new demands of job.
- Exam values should be weighted differently and constructed differently, adding in computer literacy, community issues and sensitivity.
- They don't explain specifics clearly for mark downs on the drive.
- WECK tech grads end up being Special Examining Assistants.
- Need to emphasize management skills, ability to work in diverse environment, and equitable treatment of members.

- The Personnel Department should eliminate Special Examining Assistants who are related to persons taking exam.
- Structure of process is fair, but amount of input from FD creates problems.

8. 3 WHOLE SCORE

- Favoritism carries through to certification interview by varying emphasis on certain factors (e.g., spending more time with a particular individual on a difficult topic or asking easier questions of another candidate).
- Affirmative Action has excluded me from upward mobility because benefits are being given to minorities. AA is detrimental to me as a Caucasian male. But realistically, I would take any advantage I was given.
- The FD using a certification interview board is very subjective, because the panel members can manipulate the process to hire whoever they like or want. The Rule of Three procedure is preferable because it mitigates the manipulation.
- People are handpicked. This practice permeates from the top level brass - predominantly white; no diversity.
- FD interviews are not taped. This presents a form of discrimination. They should all be taped.
- Promotions are political. If one knows people on the board, the person will get a higher score.

- A lot of people think the minorities are only promoted because they are minorities.

- "F.O.B." refers to Friend of the Boys. "F.O.D." refers to Friend of Don. The 3 whole scores has been the tool of the Chief to bring his friends and family up in the Dept.

- Persons about whom they have advised management of racist attitudes are promoted.

- A male Hispanic (ranked #6 on the civil service list) was promoted first to Chief over the other five who ranked higher on the civil service list.

9. TRAINING/EMPLOYEE DEVELOPMENT

- "There are other ways to be left out." Not being allowed to do certain tasks, such as driving. Some Captains are better than others about letting FF's drive the trucks. Others always make excuses why they won't let the FF drive. (The person did not attribute this to any racial reason, but he preferred to think that this was the result of the person's not being sensitive to helping people develop).

- On-the-job training is hard to get. Guys would not help but would spend a lot of time with white guys, or they give bad information.

- Management should establish a formal management development course for all FD employees: identify career paths within FD; identify academic and work experience necessary to advance; develop in-house training and/or locate outside sources to meet academic needs; clearly establish criteria for advancement and publicize well; the State Fire Marshall has similar training for Fire Officer (Captain) and Chief Officer which is very successful.

- Management's failure to develop minorities/females for advancement may be less a matter of race/gender bias than a reflection of the fact there is no well-developed plan to

achieve AA goals.

- People tend to train others in the manner that they were trained in, which is sometimes unfair.
- FD's training programs are not "state of the art".
- FD management always has to reinvent the wheel and therefore is unwilling to use other fire departments' experience and expertise.
- If one has the right connections, the college degree will be overlooked or he will be given the right assignments that will help him to promote (e.g., National Fire Academy). FD handpicks who goes to this Academy.
- Training is substandard in the FD as a whole.
- I was not given any training at my own station on how to drive the rig. I had to go to another station to use their equipment on my days off. This was because the station's Engineer refused to help me.
- FD is not proactive in keeping females in the program, especially in keeping their strengths up.

- FD claims that everyone maintains minimum standards; but at divisional training (physical fitness), even if one fails, one "passes".
- FD only sends those who are in the "clique" to training at National Fire Academy which is considered to be prestigious.
- In-service training section has done well in light of their limited staffing.
- I had trouble with learning techniques because it is competitive and I had to "beg" other FF's and Captains for training.
- The current system is merit-based. If people apply themselves to learn the job, they can. System is not discriminatory.
- A formalized development program would be a good idea.
- Seminars are usually offered during the day, which is difficult for FF's working in the station and for those on special duty. Should provide alternative times that are more conducive to the work schedule, and provide the seminars/lectures on videotapes.

- FD does not have a good training program for Apparatus Operator, Engineer, Inspector or Captain.
- COMO doesn't really address responsibilities of Captain - some instructors (Chief officers) are not into it.
- Study guides are outdated and loosely written.
- Captains stymie opportunities for training.
- White FF's get encouragement that minorities don't get.
- Disparities exist in equal opportunities for on-the-job training.
- Develop structured information regarding necessary skills, knowledge and abilities for promotion.
- When Captains only give notices of deficiency and never train, then right away a package is built.
- Officers developed inconsistently because it is based too much on personal contact not equally available to women and minorities.

10. DISCIPLINE

- The Fire Dept's AA Officer is also the disciplinary officer.
- Discipline is not fair, is given more easily for lesser infractions, and is harsher for minorities than for Caucasians. Disciplinary investigations should be handled by people outside the FD, such as the Personnel Dept.
- Different performance standards for whites and minorities. If a FF is Caucasian and mediocre on the job, the FD will carry him his whole career. A mediocre Black FF will get nailed.
- Discipline is harsher and more prevalent for minorities than for Caucasian males. If a Caucasian FF makes mistakes, superiors will laugh them off. If a Black FF makes the same mistakes, he will be disciplined.
- Penalties are harsher for African-Americans employees than Caucasian employees for the same infractions. Additionally, discipline is more easily given to African Americans than to Caucasians.
- The philosophy of FD management is that one is guilty until proven innocent.

- Discipline is not enforced equally. Anglos are treated more leniently. Blacks and Hispanics are treated unfairly when it comes to discipline.
- Board of Rights is a "kangaroo court". The decision is already made before the Board of Rights hearing. Chief tells folks on the Board of Rights how he wants them to rule.
- Weight and physical conditioning standards are not enforced equally.
- It is career suicide to do anything wrong. One may be transferred far away and be given no promotions - retaliation.
- No focusing on any one ethnic group and there is no whitewashing for the FD. Disciplinary actions are fair and neutral.
- There is a code of silence in the FD, which is worse than that in the PD. Retaliation does occur.
- Discipline allotted depends on a person's reputation and who the person knows. For example, in terms of weight requirement, one guy can receive no discipline, another one month, and a third person the Board of Rights. It is very subjective.

- Discipline is very severe on the job. The punishment is harsh but it appears to be meted out evenly.
- If a FF gets into an accident, the FF gets days off; if upper management does the same thing, there is no problem or discipline.
- Minorities get disciplined more and it is talked about more by Captains and above. If a non-minority gets disciplined, it is no big deal.
- The lower the ranks, the more severe the discipline.
- Minorities receive more discipline for offenses than non-minorities.
- Disciplinary process is an extremely fair system. I cannot imagine a fairer system.
- The Operations Unit is comprised of "climbers" that will convict members at the sole recommendation of the initiating Captain.
- Disciplinary process is very good. It's applied fairly to minorities and non-minorities alike.

- When complaints are filed, the Advocates go after the complainants.
- The solution to a situation is not to deal with but focus on the complainant - give "freeway therapy".
- A lot of retribution, particularly from Deputy Chiefs.
- The same people who handle discipline handle discrimination complaints. There is a lack of confidentiality.
- Discipline depends on who it is (nepotism/cronyism).
- Advocates have gestapo mentality. If you raise an issue, they try to find something on you.

11. NEPOTISM

- The system is skewed against Caucasian males who are not connected. Cronyism and nepotism are clearly in the Fire Department.
- A lot of people who make rank early are relatives or good friends of FD's upper management.
- In order to get promoted or get choice assignments; one has to be associated with Chief Manning or his family members.
- Blacks and Hispanics do not get the same opportunity as whites. Why? Because of nepotism. Uncles, brothers, sons, fathers look out for their family members.
- Nepotism, cronyism, and discrimination have prevented Blacks and Hispanics from promoting. A lot of Black and Hispanic Captain I's have not been promoted to Captain II because of this.
- If one has relatives in the FD, it will be easier for the person to pass the exam for FF.
- Preferential treatment is given for sons/nephews coming in who may or may not be that qualified. FD is willing to go

down further on list just to pick up a Chief's son.

- Fathers/sons/nephews network is giving way slowly to outsiders such as women and minorities. This creates a negative attitude.

- FD is trying to remedy problems of favoritism and nepotism which are natural because the job is family oriented.

- It is orchestrated for the chiefs' boys to receive all the choice assignments, which makes them qualified for promotion.

- Some of the advantages to having relatives in the FD are getting inside information, mentoring, and the better chance of special duty.

- Favoritism is not given to sons and daughters in the FD. Children, etc. endure more needling and are scrutinized more than others.

- Chiefs' children and Captains' children are always assigned to "plum" spots right off probation. Nepotism is also prevalent in who gets assigned special details and projects.

- There is an overwhelming number of relatives in FD. Who one is related to helps the person climb in the FD much easier.

- The FD has had a long history of children getting the job, not because they are so favored, but because they are better groomed.
- Promotion-wise, the Manning's kids are way ahead of schedule.
- People with higher scores were non-selected, while Chief officers' and Captains' sons make it with lower scores.
- As is in any job, people just take care of their own.
- Nothing illegal is being done; not that prevalent of a problem.
- There is different and better treatment of the children of Chief officers.
- Recruits with relatives get outside help .
- FD engages in lip-service but promote sons.
- Chief officers' sons receive special treatment and know inside information. A probationary Captain, son of Chief, injured a FF.

- Everyone sees the Manning kids and how they promoted, but I respect them, they are "excellent".

12. CRONYISM

- There sometimes appears to be special treatment in terms of reassignments and discipline.
- "Good ol' boy mentality." You cannot compete fairly any time the good ol' boy is in control. The only time the Fire Dept is objective is in response to pressure from the Personnel Dept...to appease other mechanisms of government.
- Chief staff (Battalion and above) selects certain individuals for "profilng" (i.e., "grooming"), preparing for promotion. This practice cuts across racial lines. Those elected do not display greater ability and, in fact, may be less qualified but are favored by those in upper management.
- FD, especially those at Captain level and above, is the Good old Boys Club. They view AA as something being forced down their throats, something they don't believe in. They see the FD as their sanctuary which was and continues to be invaded by minorities and females.
- There is a good old boys network in the FD, which is probably not different from that in other organizations, where people feel comfortable with certain individuals and promote them, etc. This is not totally negative, and sometimes even

effective. This is part of being in a large organization.

- There is a significant number of fundamentalist Christians in the FD.

- Fire Prevention Bureau is very cliquish. They pre-select who they want for special projects, assignments, committees, and then, after the fact, announce this to all Inspectors.

- There is a good old boys network in the FD. They pick who they want, which is detrimental to females and minorities.

- There is a transfer guideline but often Captains call who they want and tell them to put in a transfer request and they get the job.

- "Cronies" work to exclude others from promotional opportunities, etc. They take care of their own.

- Have not noticed cronyism. There are certain people that one knows and feels comfortable with. People who work together naturally spend time together outside of work. People who know each other prefer to work together, which makes for a more comfortable working environment.

- People may not want to be labelled as "cronies" because

they are chosen to work in a given assignment although they may not want to.

- FS Captains and crew hang out together on the job and off the job. They have lots of informal but powerful networks of relatives and friends on the Dept.

- Certain people are able to influence the Chief Engineer. Informal networks are influential.

- Upper management has little interaction with members of minority groups in the FD. As a result, members of minority groups are disadvantaged because they are not beneficiaries of nepotism/cronyism.

- The bottom line is getting the best qualified person. Sometimes they do pick people they know over others they don't. It's a known quantity versus unknown and this is just the way it is.

- No informal exposure for minorities or people not in the "in crowd".

14. DIFFERENTIAL SERVICES TO COMMUNITIES

- Poor attitudes are toward both the Blacks in the Fire Department and in the community.
- Those in the leadership positions are still chauvinist and racist. These attitudes also manifest themselves in the way services are provided to the public. When the FD goes to fight a fire in a home in the Valley, they take precautions to cover the rugs and to protect the furniture. These same precautions are not taken when the FD goes to fight a fire in South Central.
- There is a problem in the relationship between the FF's and the community. Need to tear bridges of racism down within the FD.
- The City/FD does a poor job in working in the Asian community, particularly the Korean community. There is not much work (public relations) that has been done in these communities which have been ignored. Recruiting efforts have not been focused on them or their concerns.
- It is important for the FD not to take a "siege" mentality. There is a need for security in the working at certain fire stations, but there is paranoia in working in certain

13. POLITICS

- Pressure comes from outside sources like courts, the Council and the Personnel Department to accept lower standards results in keeping people on the job who are not fit. Females and minorities are hired to "up the numbers" in this area - rather than for quality.
- There is a great deal of frustration over Council and Fire Dept Commission members' "individual agendas" which place pressure on the FD to prepare women and minorities for employment. The FD has limited resources to perform its primary mission. The Council members should organize efforts within their districts to help their constituents prepare for FD.
- FD is now shuffling people around to appease the political climate.
- All selections seem based on race and/or gender. The FD administration has "kowtowed" to the politicians.
- Chiefs, Captains, etc., are afraid to speak up against women because of the politics.

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communities (i.e., South Central) and the FF's don't get involved in these communities. If the community/neighborhood does not feel the FD/fire station is a part of them, there might be real danger. The community protects what it feels is a part of them. The fire stations have to reach out and get involved.

- People and property are treated differently depending on where they live. Lack of respect for lower income areas.

- FD needs more paramedic units in the City, especially in busier areas. The poorer areas of the City need more resources.

- There are prevalent problems with whites in South Central stations. Lots of complaints about the residents. These personal opinions rub off on others and spill over into the workplace because they come in contact with minorities in treatment and service.

- FF's in the station have to make a connection with the community they serve. They need to positively reinforce the self-esteem of the people in their community. They don't understand the people - overgeneralize, no empathy.

- A lot of white FF's work in South Central but show little

respect for the community, in terms of their attitude and the way they talk to and treat the public. This is why these people get thrown at with rocks, etc.

- Members talk badly to and about people in poorer neighborhoods.

- The problems exacerbated due to riots. Some members are carrying guns.

- Some make derogatory statements about communities served. Many make no efforts to interface with communities. Just take the money and leave the City.

15. RESPECT/TOLERANCE FOR DIFFERENCES

- "Go along with the program or go on the grapevine as not worthy". Phone calls precede or follow the person when there are transfers. Supervisors call ahead with unsolicited information for the new assignment.
- Strong messages are sent out "not to challenge the system" and "don't be a non-conformist."
- It is perfectly clear what will be tolerated regarding sexual harassment and gender issues. It is not so clear in the other areas.
- Members of the Fire Dept are afraid to speak out. It is the nature of the Fire Dept to be vindictive towards those who do speak out.
- If minorities and women complain about infractions of AA policies, they are labeled as troublemakers and they are given no chances to promote. The City needs to take control of how AA is practiced in the FD. The Personnel Dept needs to be a watchdog and monitor the FD's practices. The FD needs someone with a different outlook on AA as Chief Engineer.
- FD is not very culturally diverse - looks for a certain

mold.

- Blacks have to act a certain way to be "in".
- People in power promote those who follow their thinking, buy into their mode.
- A person would get ostracized if he doesn't go with the flow (similar likes/opinions, etc.)
- If one does not conform, the person is harassed in the station which can make life miserable.
- Black guys have a tendency to not want to conform. They don't always adopt the "macho" image as defined by the male Caucasian standard (i.e. cursing, swearing and chewing tobacco).
- Intimidation is deeply rooted in the FD management style and borderlines on abuse.
- If you complain, others won't help and they shun you.
- Intolerance of differences of opinion and behavior that is not job-related are done.

- Acceptance is based on culture - same outside interests, you can be harassed about music tastes.

- You are called "not a team player" if you don't go along with the crowd on everything.

- People want to be part of the group, not based on whether you do the job - women, different interests, if one doesn't like you - all don't like you.

16. OTHER

- There is this perception that the "standard" has been lowered and that the new people are not as qualified. People are afraid they are being squeezed out of future positions.
- The Fire Dept is going backwards to segregation. There is increased polarization (black against white) as a result of greater calls for progress in AA.
- The problems are with the system, not with individuals. AA being "shoved down" our throats is creating greater resistance.
- Minorities and women are not being given the chance. The assumptions appear to be that minorities and women are "AA" appointees and therefore, are not as capable as Caucasian. They have to prove themselves more than others. !
- Pendulum has swung to the other direction so that Blacks and women have more opportunity than anyone else. The person believed that the pendulum needs to swing back so that there is a level playing field.
- The survey indicated that the minority issue is the one that is the most out of control in the Fire Dept by all sides. The

hiring/promotional practices are the ones cited as the biggest problem in the Fire Dept.

- All discussion categorizes issues and/or people in two positions. There is the inference that all Blacks are liberal, therefore, if a position is categorized as liberal, it is assumed that Blacks will take that position. This tendency to make everything relative to politics has contributed to tension in the stations.

- Many are now concerned about "reverse discrimination" when the real issue for them is their kid not getting a job.

- The FD has met and surpassed the consent decree. Whites won't get promoted because of the focus on the number of minorities.

- I don't agree with complaints of reverse discrimination, but I hate that the FD looks bad because of this negative publicity.

- Everyone (sworn employees) in the FD is well qualified, and the services the FD provides are equal for all communities in the City.

- Can't remember the last time I heard the City's AA policies

and procedures stated at a meeting. Supervisors should emphasize the positive aspects of AA instead of imparting a defensive attitude.

- The terms of 1974 consent decree are unworkable; mathematically impossible to achieve parity in sub-parity groups when, in effect, only half the list is used to pursue the goals.

- Consent decree does not adequately address the issue of minority/female advancement.

- Not enough for Council to "talk tough" regarding AA goals; Council must allocate resources (personnel, equipment, etc.) to FD and Personnel Dept to enable them to accomplish goals.

- Interpersonal problems are no different in the fire stations than general society but aggravated by the nature of the FS environment (i.e., living together in close quarters).

- There is a lack of communication between top management and the rank and file. Rank and file does not understand why management makes the decisions that it does.

- There are individuals in the FD who have a history of making racially derogatory remarks in the workplace (named some

Chiefs and Captains).

- People try to be who they think the hierarchy wants them to be.
- The Consent Decree was rescinded but the City decided to keep it.
- The integrity of the command structure can't be trusted.
- Management is not strong enough to make the changes necessary.
- A lot of guys feel that what they have to say won't make an impact, so why bother coming to talk to the Personnel Dept. There are also retaliation problems.
- Outside agencies are more progressive in representation, with much more minority representatives throughout the ranks.
- Physical requirements such as height have been dropped per the Federal Govt. However, height is critical to the job, because it allows for better control when grasping things, many of which are located at a fairly high position.
- FD should require performance maintenance and physical

fitness for new recruits and those on the force already.

- The City should provide physical fitness equipment because of the need for FF security and response time to incidents. Currently the equipment is bought piecemeal by FF's in individual stations.

- Standards have been lowered - no height, age or gender requirements.

- The attitudes of young rookies, especially minority rookies, are different. They don't want to hear from seasoned FF's on how to do things.

- There is not a lot of support for female rookies by the FD.

- There is bias in the FD based on race and sex, and upper management is responsible for it. FD is just giving "lip service" regarding AA.

- 60 to 75% of FD is unbiased, but about 25%, mostly rank and file, somehow funnel biases to upper management.

- Education means more in LAPD than LAFD because upper ranks don't have college degrees.

- Years ago Fire Prevention Bureau was a prestigious assignment because mostly Caucasians were there, now there are a lot of Blacks and it is unofficially a dead end position and looked upon as less prestigious. Caucasians see it as a "do nothing" position and that the minorities can't stand the pressure to be in the field or they are less fit for the field.
- The job of Inspector develops the mind and public relation skills. Guys in field fail to understand this aspect.
- If a person is a minority, then the person is expected to be perfect.
- I have not seen anyone treated differently as a result of race/sex.
- FD has a lot of room for improvement, particularly in the area of attitudes. Most of the "old guard" mentality still prevails.
- A lot of the FD members consider AA to be reverse discrimination.
- There is a perception that people of color can't do the job.

- Blacks go the route of Inspectors so they can get out of the FS environment.
- People only think of Blacks when they think about AA.
- Most Blacks promote to Inspector or Captain because they can't pass the practical for Engineer or Apparatus Operator. They like the prestige of driving their own cars and wearing shirts and ties to work.
- There is a preferential treatment for females. FD offers a pre-training academy for women only. Females have been caught to be non-residents and it's been ignored.
- The FD has come a long way. I have noticed that Blacks are complaining more and using race discrimination as an excuse when lack of ability is the real problem. I have not seen race discrimination in the FD.
- AA is still new. Few minorities/women have made Chief officers in under 20 years. City AAAC should meet with other jurisdictions' AAAC's to brainstorm and learn from each other.
- FD is not a bunch of "red-neck" bigots. They want to be sure that the people can safely do the job.

- The mind set on the FD is that minorities and women are assumed to be inferior.
- The FD needs to do something but they are giving unfair treatment to the racial minorities. It causes a rift within the Dept. Everyone is not outspoken about it, but the feeling is there. Racial minorities are given preferential treatment.
- The Consent Decree should be redone to focus on Hispanics and Asians specifically, or throw out the Consent Decree.
- The qualified women and minorities take the brunt of the guff because they always have to prove themselves.
- A lot of people on the FD share the views and are frustrated with the level of expertise of the rookie minorities and women.
- People from the FS's are not participating as much in this survey because of the fear of retribution.
- The Consent Decree is 20 years old and needs to be up-dated. FD is getting inferior candidates who are having trouble with the training program.
- Communication has been a problem. FD is now trying to

improve (i.e. trying teleconferencing, Chief's newsletter, etc.)

- Everything is being done to retain rookies. The FD needs to get stricter on terminations and not retain unsuitable FF's. Dept has no say anymore, especially regarding female and minorities.

- Upper management still consists of a lot of people from over 30 years ago when there was overt racism and separation on the job.

- FD is vindictive and its internal process must be monitored more closely.

- Blacks become inspectors because they live in the City, others don't and don't have to come in.

- Some guys are always telling others affirmative action is the only reason that Blacks are allowed on the FD.

- Most problems flow from the top which doesn't set the tone for improving conditions - only gives lip service.

- Public perception and rumors - only Blacks and women are hired.

- The Chief needs to set the tone clearly to Battalion Chiefs and Captains that they will be held accountable to address problems.
- Affirmative action support doesn't go down to troops.
- Blacks go to Fire Prevention because they are able to do their work professionally without hassles in the station.
- They claim lower standards because they are seeing more minorities, not because of the real problems.
- There is an attitude that Blacks are given jobs, but it is not supported by evidence.
- Informal network is not available to Blacks, Hispanics, Asians and women. They are not perceived to have leadership qualities. They don't get positive feedback from most supervisors that they are valued.
- Rule by intimidation rather than inspiring and motivating equates to unhappy and resentful members.
- Chief Engineer sent special bulletin out regarding women. Why didn't he take that approach with race?

- Lowering standards basically means more Blacks and women.
- Believe most of the white guys are misinformed.

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